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ABSTRACT

This publication presents case studies of 12 diverse Wisconsin school districts that developed and implemented comprehensive school health programs (CSHPs) using Wisconsin's Framework for Comprehensive School Health Programs. The Framework helps schools organize multiple strategies to promote positive youth development using six components: healthy school environment; curriculum, instruction, and assessment; pupil services; student programs; adult programs; and family and community connections. Researchers collected data from the featured districts via a preliminary questionnaire; onsite interviews with relevant staff, community members, and students; examination of relevant documents (e.g., strategic plans, grant applications, program descriptions, and curricular materials); and follow-up interviews. The results highlight several factors that contributed to the success of the programs, including district leadership; family and community partnership; inclusion of CSHPs in district-wide strategic planning; funding support; staff development and technical support; starting with a limited focus; needs/assets assessment; and focus on integrated curriculum. (SM)

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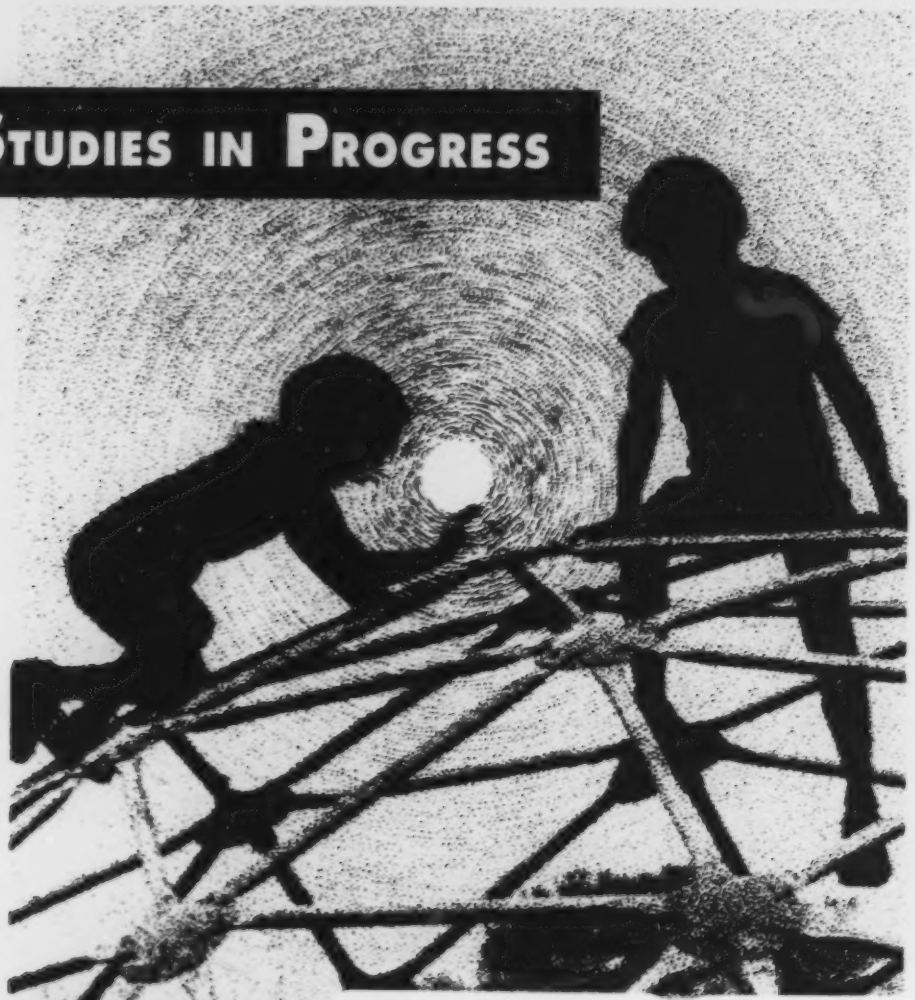
Wisconsin's Framework for Comprehensive School Health Programs

Case Studies in Progress



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Wisconsin Framework for Comprehensive School Health Programs: Case Studies in Progress

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Foreword

Preventing risk behaviors and helping students become caring, contributing, productive, and responsible citizens is an integral part of a school's overall mission. Research documents that healthy, positive young people are more successful learners. Education reform will not result in better academic performance unless such issues as violence, sexual activity that leads to negative consequences, alcohol and other drug abuse, hunger, and other concerns are addressed proactively as part of the school's overall agenda. Schools can call themselves truly successful when they achieve their dual mission of helping children achieve intellectually *and* apply their knowledge and skills to improving their communities.

In 1994 the Student Services/Prevention and Wellness Team in the Department of Public Instruction began promoting *Wisconsin's Framework for Comprehensive School Health Programs*, hoping to reduce risk behaviors that can interfere with students' health, well-being, and learning and to help them become caring, contributing, productive, and responsible citizens. Healthy, resilient, and successful learners is the primary goal of Comprehensive School Health Programs. The Framework was formulated with ongoing input from experienced educators and researchers to build on and enhance the state's current school health and prevention programs.

The Framework can help schools organize multiple strategies employed to promote positive youth development into six components. The components are: Healthy School Environment; Curriculum, Instruction, and Assessment; Pupil Services; Student Programs; Adult Programs; and Family and Community Connections. This multistrategy perspective is described in an earlier DPI publication, *Wisconsin's Framework for Comprehensive School Health Programs: An Integrated Approach*, which has been widely distributed to local district administrators, instruction and support staff, school boards, community partners, and preservice teachers. The Framework is a focus for staff development efforts of the Student Services/Prevention and Wellness Team.

This publication, *Wisconsin's Framework for Comprehensive School Health Programs: Case Studies in Progress*, was developed as a follow-up to the earlier one. It offers detailed descriptions of some diverse school-community processes and strategies. It is intended to assist districts in their efforts to develop a comprehensive health and prevention program that meets local community needs as well as to document and celebrate statewide progress.

This publication features 12 districts—Alma, Beloit, Black River Falls, Brown Deer, Eau Claire, Grand Avenue Middle School (Milwaukee Public Schools), Hartford Union High School, Manitowoc, New Richmond, Wabeno, Washburn, and Westfield. Many additional school-communities could have been featured. However, after consultation with the department's Cooperative Educational Service Agency (CESA) partners, these 12 were selected because they exemplify diverse locations, sizes, urban-rural dimensions, student populations, forms of district organization, and emphasis on different strategies. Like the Framework itself, the programs in these districts are not models; they are meant to serve as detailed examples of processes and strategies that other districts may choose to adopt or adapt. All featured districts have made significant strides toward planning and implementing their local version of a Comprehensive School Health Program, while taking into account the people, issues, and resources in their own communities. All represent works in progress rather than finished products.

We extend our appreciation and congratulations to the thousands of dedicated administrators, instructional and support staff, community members, and students in Wisconsin who are engaged on a daily basis in the vital work of promoting the health, well-being, and positive development of young people. Examples in this publication represent a tiny fraction of this important work being done statewide. We are especially grateful to staff and community partners in the districts featured here because, in addition to working with dedication and persistence on their local Comprehensive School Health Programs, they generously took time to assist the Department in preparing this publication. We hope readers will be inspired by and learn from the collected experiences and wisdom of these dedicated people who are working so hard and well to improve the lives of young people across this state.

John T. Benson
State Superintendent

Acknowledgments

Staff from the 12 featured districts made this publication possible by serving as the contact person. This role included filling out lengthy questionnaires; arranging for on-site interviews; being interviewed by phone and in person; answering and re-answering questions; offering feedback on an initial draft during the summer; and reviewing a final draft of their district's chapter. They helped us understand their school-community's version of a Comprehensive School Health Program with the same patience, commitment, and passion that they put into its development. Special thanks to the following and to other staff and students in their districts who participated in the on-site data collection and chapter reviews:

Lois Balk
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Margaret Dolde
Principal and AODA Coordinator
Neshkoro Elementary School
School District of Westfield

Cooperative Educational Service Agencies' ATOD Education Network Facilitators worked with these featured districts in the development of their programs, helped identify possible district for inclusion, and offered feedback and support as the publication took shape. The Wisconsin Clearinghouse for Prevention Resources played an instrumental role in collecting and organizing data from the districts.

Appreciation is also extended to Department of Public Instruction staff who contributed to the production of this document: Greg Doyle, Director, Education Information Services, Victoria Horn, graphics and formatting, Tammy Wylesky, printing, Jo Carlisle, Joan Meier, Mary Jo Venne, and Pam Ziarnik, Student Services/Prevention and Wellness Team program assistants.

Introduction

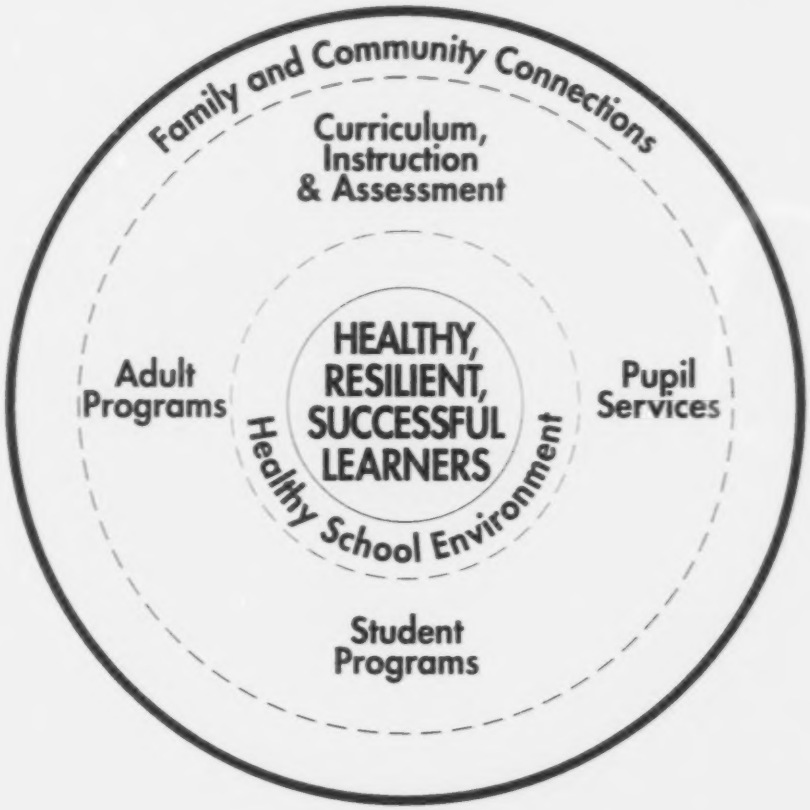
Wisconsin 's Framework for Comprehensive School Health Programs is an integrated approach to reducing a range of youth risk behaviors and promoting the health, well-being, and academic success of young people. Based on empirical research and with input from experienced educators, the Framework has been promoted by the Student Services/Prevention and Wellness Team of the Department of Public Instruction since 1994. Its primary goal is healthy, resilient, and successful learners.

The Framework is a collection of empirically supported strategies that are most effective when they are implemented in a comprehensive and integrated manner. The strategies are organized into six components that can reach students in all situations throughout their school careers (see Figure 1). These components are:

- Healthy School Environment
- Curriculum, Instruction, and Assessment
- Pupil Services
- Student Programs
- Adult Programs
- Family and Community Connections

Figure 1

Framework for Comprehensive School Health Programs



An earlier publication, *Wisconsin's Framework for Comprehensive School Health Programs: An Integrated Approach*, describes these components in detail. This document, *Wisconsin's Framework for Comprehensive School Health Programs: Case Studies in Progress*, was designed as a companion piece. Readers will benefit most from this document if they are familiar with the previous one.

Another resource, a series of four Comprehensive School Health Program (CSHP) instruments, is available. Designed to be self-administered by a local collaborative school-community team, these instruments address the areas of a Comprehensive School Health Program: developmental readiness, content, component quality, and integration. They may be readministered over time to help evaluate progress.

The integrated, comprehensive approach embodied in these documents was intentionally called a *framework* and not a *model* because it does not prescribe a single process or set of strategies to be followed by all school-communities. Instead, the Framework is designed to encompass existing models and orientations without dictating any of them as primary. It is an organizational tool to help districts develop their own process and design their own system of strategies. Because of this, the Framework can be a vehicle for people who work from (and may be heavily invested in) different models and orientations to work together toward a mutual goal of healthy, resilient, and successful learners.

Many schools in Wisconsin are concerned with these issues and have long used multistrategy program models that address multiple youth risk behaviors. Over the past four years, many school-communities have made significant gains by using a variety of processes and strategies to develop and expand their unique versions of a Comprehensive School Health Program. The growing number that are successfully using the Framework in differing ways further reinforce the idea that no one process is better or even adequate in all school-communities across the state.

While people in local school-communities found the Framework useful as an organizer for their work, many had questions about the *specific processes* for implementing a multistrategy approach to preventing youth risk behaviors and promoting healthy behaviors and positive youth development. To help people in other school-communities understand how to implement the Framework (or their version of it), this publication provides detailed descriptions of the processes and strategies used by 12 who have made significant progress toward a Comprehensive School Health Program. All have a long-term interest in prevention, a rich history of program development, and a sense of programs in process rather than "finished."

District Selection Criteria

School-communities included are:

- Alma School District
- School District of Beloit
- Black River Falls School District
- Brown Deer School District
- Eau Claire Area School District
- Grand Avenue Middle School (Milwaukee Public Schools)
- Hartford Union High School
- Manitowoc School District
- School District of New Richmond
- Washburn School District
- Wabeno Area School District
- School District of Westfield.

Many other school-communities have made such progress and might have been featured; these 12 were selected as representative of statewide progress with input from Cooperative Educational Service Agency (CESA) staff who work directly with districts in their regions. The feature districts differ in size, geography, rural-urban characteristics, student populations, forms of district organization, the strategies used. As is true with the Framework, these district programs are not intended to be models but detailed examples of work in process in a particular setting.

Data Collection

After the featured districts were selected, a contact person in each school-community was identified, typically someone with a leadership role in CSHP development. Data were gathered via a preliminary questionnaire sent to the contact person; on-site interviews with relevant school staff, community members, and students in the spring and fall of 1996; examination of relevant documents such as strategic plans, grant applications, program descriptions, and curricular materials; and follow-up phone interviews. An initial draft was completed and the school or district contact person and, in many cases, relevant staff such as

administrators and others involved in the program, reviewed and approved the chapter. In short, every effort was made to ensure that each chapter accurately reflects the context, process, and strategies of local school-communities. However, it should be noted that program descriptions represent the perspectives of key staff and community members, and it is possible that a given program would be perceived and described somewhat differently from other points of view.

Guiding Principles

Although each of the featured districts has a different version of a Comprehensive School Health Program using different processes and implementation strategies, they have in common a set of principles upon which the Framework was originally developed. To varying degrees, these principles have guided program development and are woven into descriptions of the 12 districts featured here. These principles are:

- All young people, regardless of risk status, are capable of becoming healthy, resilient, and successful learners.
- Youth are not the problem but must be part of the solution.
- The four orientations of prevention, health, resiliency, and youth development all have value and are compatible.
- Health promotion, youth development, and prevention of risk behaviors are integral parts of a school's approach to education.
- Families are the primary prevention and youth development agents for their children.
- Learning from research and practice is crucial.
- Collaboration and teams are important to a comprehensive continuum of services, because meeting the needs of children requires the combined capacity of all segments of society.
- Integration of funding, programs, and services contributes to effective collaboration and efficient delivery of education to children and families.
- Services and instruction should be culturally competent and help ensure educational equity.
- Assessments of a system's strengths and needs should drive programs that are continuously evaluated and accountable to stakeholders.

Factors Contributing to Success

In addition to sharing some fundamental principles, each district has developed a coordinated program that uses many strategies to address a range of risk behaviors across all components of the framework. Some school-communities such as Black River Falls, Eau Claire, Manitowoc, and Washburn systematically used the Framework over time as an "organizer" for their action plans. Some have emphasized one component over another, but all have made an effort to address all six Framework components.

Several broad factors emerge as central themes in the progress of these 12 school-communities. All were influential to some degree in all school-communities and are not necessarily discussed in order of importance. They include:

- district leadership
- family and other community partnerships
- inclusion of CSHP in districtwide strategic planning
- funding support
- staff development and technical support
- starting with a limited focus
- needs/assets assessment
- focus on integrated curriculum

District Leadership

Passionate, hard-working, and dedicated school staff and community partners in a variety of roles (Alcohol and Other Drug Abuse coordinators, Health Education coordinators, Pupil Services staff, teachers, administrators, school board members, and so forth) have played a leadership role in developing and sustaining Comprehensive School Health Programs. In about half the districts, Pupil Services staff provided this leadership; in many cases, guidance counselors or social workers are also the designated Alcohol and Other Drug Abuse (AODA) coordinator. Administrators, especially those who understand the connection between Comprehensive School Health Programs and student academic achievement, played a significant role in making these programs a high priority in the overall district agenda. In some cases, building principals also serve as the AODA Coordinator. Regardless of their role, successful leaders demonstrated a highly developed ability to motivate, actively involve, and share program ownership with others in the school and community.

Family and Other Community Partnerships

Family and community involvement in program direction was significant across all school-communities, with partnerships taking a variety of forms.

Community coalitions such as Prevention Plus in Brown Deer, the Wellness Promotion Project at Grand Avenue Middle School, the Prevention Consortium in Manitowoc, and the Healthy Community/Healthy Youth Team in New Richmond

Countywide prevention partnerships such as Buffalo County Partnership Council in Alma, Together for Jackson County Kids in Black River Falls, and Washington County Alliance at Hartford Union High School District

School-community advisory councils such as the 20-member School-Community Advisory Council in Eau Claire and the Prevention Issues Advisory Committee in Wabeno

School-community dialogue such as the Family and Community Town Suppers (FACTS) in Alma and Beloit

Inclusion of CSHP in Districtwide Strategic Planning

Many districts engaged in a communitywide strategic planning process to articulate the belief statements that underpin their districtwide goals and strategies. In the process of school-community dialogue, health, wellness, and prevention issues emerged in several districts as important aspects of the school's mission, goals, and/or strategies. Furthermore, consolidated planning for federal allocations to districts under the Improving America's Schools Act (IASA) resulted in prevention programs occupying a more prominent place in the overall district agenda in such school-communities as Alma, Beloit, Black River Falls, Brown Deer, Eau Claire, Hartford Union High School, New Richmond, and Washburn.

Funding Support

Title IV, the Federal Safe and Drug Free Schools and Communities Act (SDFSCA) entitlements, played a major role in the progress made by these school-communities. These funds were administered by the DPI and made available through the IASA consolidated and individual applications as well as CESA consortiums. Both the DPI and CESAs encouraged local school-communities to use categorical Title IV funds to support broader programs and fostered local understanding that youth risk behaviors are interconnected and linked to school performance.

Competitive State AOD Program Grants also played a significant role in program development. They were used to systematically work on Framework components in Beloit, Black River Falls, Brown Deer, Eau Claire, Hartford Union High School, Manitowoc, Wabeno, and Westfield. Similarly, other competitive grants, including Alcohol and Traffic Safety, After School/Summer School, Families and Schools Together (FAST), and Student Mini-Grants, were used in many school-communities to support specific Framework components. Application forms for State AOD Program Grants were restructured around the Framework components, which helped to encourage most of the featured districts to develop more comprehensive and integrated programs.

Grants written or administered by CESAs also contributed greatly to the progress made by several districts. These included Project Validation (CESA 4) in Black River Falls, School Health Curriculum Integration Project (CESA 5) in Westfield, Safe and Drug Free Schools and Communities Act Consortium (CESA 8) in Wabeno, Integrated Youth Development (CESA 11) in New Richmond, and Integrated Youth Development (CESA 12) in Washburn.

Staff Development and Technical Support

The DPI has provided ongoing leadership, staff development, and technical support that contributed to school-community progress. In 1994, the first major statewide staff development event related to the Framework was attended by 17 local teams (including Manitowoc), CESA staff, and representatives from various state agencies. With the subsequent publication of *Wisconsin's Framework for Comprehensive School Health Programs* and needs-assessment checklists, an integrated, comprehensive approach has been a focus for the Student Services/Prevention and Wellness Team staff development efforts.

Similar forms of staff development and technical support from CESAs were significant in these school-communities. Some examples include:

- helping prepare local district trainers for prevention programs such as *Tribes* and *Here's Looking at You 2000* in Beloit (CESA 2);

- sharing resources and information in Brown Deer and Grand Avenue Middle School (CESA 1) and in Wabeno (CESA 8);
- promoting curriculum integration in Alma and Black River Falls (CESA 4) and in Westfield (CESA 5);
- coordinating efforts of the K-8 districts served by Hartford Union High School (CESA 6); and
- staff development on resiliency, asset-building, and other youth development issues in New Richmond (CESA 11) and in Washburn (CESA 12).

Needs/Assets Assessment

Local and countywide assessment of youth needs and risk behaviors, the community's developmental assets, and/or program gaps played a major role in galvanizing collaboration among schools, families, and communities and in subsequent program development in several districts. For example, youth risk behaviors and developmental assets were surveyed using the 1997 Youth Risk Behavior Survey and the Search Institute Youth Survey-Attitudes and Behaviors in Beloit, the Search Institute Survey in Eau Claire and New Richmond, and a locally developed youth risk behavior survey in Brown Deer. Curriculum and program needs were systematically evaluated using a variety of instruments in Alma, Black River Falls, Eau Claire, Grand Avenue Middle School in Milwaukee, Manitowoc, and Westfield.

Starting with a Narrow Focus, Becoming More Comprehensive

Many school-communities represented here focused initially on a single youth risk behavior (often alcohol and other drug use because categorical funds were readily available in this area) and focused their prevention curriculum and student cocurricular programs around it. Later, with encouragement to think about the ways youth risk behaviors are interconnected, this focus became more comprehensive. Similarly, some districts focused initially on one component of the Framework (often Curriculum, Instruction, and Assessment or Student Programs) and then expanded their efforts to other components.

Focus on Integrated Curriculum

All these school-communities made curriculum a key aspect of program development. In addition to addressing health, wellness, and prevention issues in specific required classes at various grade levels (for example the Freshman and Junior Seminars at Hartford Union High School), these school-communities have integrated and connected such issues to many K-12 curricular areas. For instance, in New Richmond, asset-building and resiliency are visible themes from the developmental guidance curriculum at the elementary and middle schools to ninth-grade English (where students analyze a character in *Romeo and Juliet* on the basis of assets and discuss how the outcome might have been different with additional assets) to high school Spanish (where a Spanish version of the asset checklist is used). In Westfield, a districtwide Comprehensive School Health Curriculum Team representing different grade levels or specialties developed, piloted, and is using teacher input to revise an integrated K-12 prevention education curriculum. At Grand Avenue Middle School in Milwaukee, an action research team provided leadership for developing, integrating, and assessing the impact of health instruction into the overall curriculum of its six Families (interdisciplinary staff teams that work with multi-age students in integrated, thematic instruction) and Advisor/Advisee Groups. In most featured school-communities, trained peer educators play an important role in delivering some aspect of the prevention curriculum.

These broad themes can help organize the details of school-community efforts that are visible in the upcoming chapters. In addition, the specific planning processes, assessment tools, implementation strategies, curricular materials, and other resources used in these featured school communities can hopefully assist other educators and community partners to further their local version of a Comprehensive School Health Program.

1

Alma School District

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The scenic Great River Road, bordering the western edge of Wisconsin, winds through historic Alma. It is a town of about 800 people tucked between beautiful wooded bluffs and the mighty Mississippi River. This river town is about 45 minutes west of Eau Claire and 55 minutes north of LaCrosse.

Alma has two streets and is seven miles long. The school itself is a community, containing within its four walls the town's entire school-age population of 411 students; the district itself has 34 licensed instructional staff, three administrators, and six support staff. This rural school district consists mostly of white students (95.5%) with the remainder being Native American, Korean American, and African American students. About one-fourth of the students receive free or reduced-price lunches, an indicator of the economic mix of the community.

Alma's location was known as "Twelve-Mile Bluff" by riverboat pilots prior to its settlement in 1848. Current-day Alma reflects the "mirror of the past and the vision of the future." Yesteryear was also the good old railroad days; today, about 30 trains pass through daily. In the past, logging rafts, canoes, and river steamboats paddled by Alma; today, large barges, pleasure craft, and elegant steamboats can be seen. The school mascots are called the "Rivermen," providing a daily reminder of the community's link to the Mississippi River and its past.

Nestled within the bluffs and river, couched between the past and future, the Alma school provides a sense of continuity and respect—community at its best. The school is small, clean, and comfortable. Older and younger students mingle in the hallways and on the playground. Although class times are staggered to eliminate sudden surges in hallway traffic, students of all ages are comfortable around one another. In some respects, Alma is a modern-day one-room schoolhouse, with all its positive connotations.

Implementation Strategies

About 12 years ago, when alcohol use among young people in the district was high, the Alma School District invested (and continues to invest) significant time and resources into curriculum and student activities that promote health and wellness. The broad strategies described below were most influential in establishing the high priority the district currently gives such issues. Specific strategies will be described in more detail in the upcoming sections.

Funding Support

The Alma School District has made constructive use of available grant funds to systematically build its comprehensive school health program. These funds include federal Safe and Drugs Free Schools and Community Act (SDFSCA) entitlements and state funds administered by the Department of Public Instruction on a competitive basis (that is, State AODA Program and Student Mini-Grants). Two of the grants most influential in the district's current programs are:

Youth Alliance for a Drug Free Alma: District staff recall a time when youth drinking was a problem, with everyone waiting for someone else to take a leadership role to address it. Some students were feeling pressure to drink but did not want to succumb to it. In 1992, the district applied for a grant from the Alliance for a Drug Free Wisconsin to develop an organization that supported young people who wanted to engage in healthy behaviors instead of drinking. With the funding of that group, the Youth Alliance for a Drug Free Alma (YADFA) was born, and the district was able to send young people to a training workshop that taught them about AODA issues as well as leadership skills. Today, many young people are actively involved, taking leadership in creating programs and activities that support healthy lifestyles and decision making. The school administration identifies YADFA as the student group that has the greatest impact on overall school climate.

Safe and Drug Free Schools Personnel Training Grant: Alma was one of seven school district teams that participated in a two-year (1993-95) statewide Safe and Drug Free Schools Personnel Training Grant. The U.S. Department of Education awarded funding for this staff development initiative to the Wisconsin Department of Public Instruction. During their participation, the Alma team became familiar with four fundamental principles from the *Guide to Curriculum Planning in Alcohol and Other Drug Programs* (DPI, 1992). They learned and used a curriculum development process that focused on integrating AODA prevention education across the curriculum; authentic assessment; and clearly articulated, measurable student outcomes. Finally, they learned and adopted methods of instruction that incorporate a constructivist theory of learning, including higher-order and critical-thinking strategies. As will be detailed in the section on Curriculum, Instruction, and Assessment, this curricular focus on alcohol and other drug abuse has expanded to other youth risk behaviors such as gang involvement, sexual activity, teen suicide, and other mental health issues.

District Leadership

For a small school district, Alma School does big things with strong community support for its programs. With leadership provided by the district administrator and school board support for the new vision and direction of the administration, the staff has been successful in advancing programs that promote resiliency and assets development. District leadership not only encourages the development and expansion of these programs but also becomes actively engaged. Administrative staff directly participate in trainings and community programs. For example, Lois Balk, the former elementary school principal, and Barbara Abraham, current elementary principal, were actively involved with classroom teachers on the Alma Drug Free Schools Personnel Training Grant team.

Gaining the Community's Trust

District staff say that gaining the trust of people in the community by bringing them in on the ground floor and building their respect was a key factor in creating the strong working relationship they now enjoy. Gaining the confidence of staff members and creating collaborative relationships within the schools is also critical to their success. One staff member said that it was better to start small and move slowly instead of crashing through with some grandiose program that did not adequately involve the community and staff. This required strong and frequent communication among staff, administrators, school board members, and other community residents.

This approach seems to be working well for the Alma schools. The district was invited to send a student and a staff person to the 1996 White House Leadership Conference on Youth Drug Use and Violence. The district was recognized for its YADFA program and the work it is doing to prevent youth violence. YADFA was also recognized in 1996 as one of the first recipients of the Wisconsin Exemplary Prevention Program Award.

Healthy School Environment

Alma student services staff have identified the following four components that add up to a healthy school environment:

school culture, which includes respecting other people's opinions and ideas;

physical infrastructure, which focuses on such issues as hallway upkeep, overall building hygiene, and structural integrity;

services, which include the availability of healthy foods in the vending machines, risk-management

issues, emergency/first-aid plans and procedures, and a strong relationship between school personnel and community health services; and

policies, which focus on building a continued strong working relationship with students, staff, and parents to jointly develop health and wellness policies, especially at the secondary level.

Respecting others was one of the district's major themes for the 1997-98 school year, with a special emphasis on respecting a person's right to be safe and free of sexual harassment. The school is also promoting responsibility for one's behaviors, to one's commitments, and to others. This includes parental responsibility for their children and their children's success in the school and in the community. A healthy and clean school, healthy diets, and physical health are key components of the health and wellness plan for Alma schools. Everyone, including staff, is encouraged to be responsible for maintaining the hygiene of the building and grounds. The district is working to promote healthy diets by having healthy choices in the vending machines. Staff is planning for first-aid, CPR, and crisis training for staff and students.

The Youth Alliance for a Drug Free Alma plays a critical role in developing a healthy school environment by helping to provide activities that promote healthy lifestyles and a caring community. More than 40 percent of the high school student population participates in one or more of these activities.

There is a call for even greater inclusion of students, staff, and parents in discussions on school policies. Staff is especially encouraging parental participation at the secondary level.

Curriculum, Instruction, and Assessment

Prevention education is intricately interwoven into the entire academic and social curriculum throughout all grades at Alma. "It is the philosophy of the Alma School District," the Board of Education writes in the district's philosophy statement, "that our prevention education curriculum will be fully integrated into other areas of study at all grade levels. It will be infused into the regular curricular areas such as reading, science, and social studies by all teachers and not just health specialists. Logical connections will be made to other things that students are learning."

The integrated K-12 curriculum for health and wellness (also infused into foreign language and instrumental music) includes the youth risk behavior areas of alcohol, tobacco, and other drugs; HIV/AIDS, sexually transmitted diseases, and pregnancy; violence and safety; unhealthy diet; inactive lifestyle; and injuries and accidents. The curriculum is based on the four fundamental principles from the *Guide to Curriculum Planning in Alcohol and Other Drug Programs*:

- To varying degrees, people have the ability to influence and be influenced.
- Personal choices have consequences for oneself and for others.
- Society has a responsibility to set reasonable boundaries that are in the best interest of all members.
- Each person has the responsibility to promote the health and safety of oneself and others.

The curriculum identifies 15 broad health and wellness outcomes for all Alma students. It is divided into age-appropriate objectives by grade levels: K-3, 4-6, and 7-12. Using the four principles as a foundation, the objectives identify specific desired outcomes for each grade level.

For instance, under the category of "Influences," the K-3 objectives indicate that students will be able to acquire a basic understanding of: (1) how other people influence our attitudes and beliefs, including health issues; (2) how to compare different values concerning alcohol and other drugs; (3) how to utilize positive peer pressure to discourage the use of alcohol, drugs, gangs, and violence; and (4) how to determine the effect of the media on our perceptions of a healthy lifestyle.

For students in grades 4-6, the objectives aim at a higher level of comprehension in these areas. For example, instead of requiring a basic understanding of how others influence attitudes and beliefs, the objectives for grades 4-6 call for students to evaluate ways that others influence our attitudes, beliefs, and decisions (including health issues). The objectives also require students to do higher-order thinking such as comparing, describing, critiquing, and developing strategies.

Alma staff prefer a curriculum that demands higher-order thinking because it meets students at their respective cognitive levels. It also facilitates the integration of the health and wellness objectives throughout the academic curricula.

At the junior and s[illegible] high levels, objectives are integrated into a variety of courses, such as health and family and consumer education, as well as into extracurricular and co-curricular activities, such as the Youth Alliance for a Drug Free Alma and the high school Mentoring Program (see Student Programs).

Pupil Services

The district employs a school psychologist and a K-12 guidance counselor; in addition Buffalo County Health and Human Services provides a nurse who works two days a week in the school. The Pupil Services Team consists of the school psychologist; the K-12 guidance counselor; the Alcohol, Tobacco, and Other Drug Abuse (ATODA) Coordinator; and the elementary as well as grades 7-12 administrators. Although the school nurse is not a formal member of the team, she is involved informally in a majority of the decisions. This team interacts with the Student Assistance Program (SAP) co-coordinators, who are also classroom teachers, on health and wellness program development and implementation. The team works with classroom teachers and students to develop annual goals and objectives such as "improving respect for others," one of the major goals for the 1997-98 academic year. Team members also work with students to help them plan activities that focus on the annual goals. In addition, the Pupil Services Team provides leadership on school-community connections and parent involvement.

Student Programs

Alma School has a variety of health and wellness student activities throughout grades K-12. It uses a combination of resiliency/assets development and risk behavior reduction strategies. The Student Assistance Program is available in all grades and addresses the issues of ATOD, violence and safety, unhealthy diet, inactive lifestyle, and injuries and accidents. The Peer Mentor program focuses on ATOD, violence and safety, and inactive lifestyle for all grades while narrowing its focus to the middle and high school for unhealthy diet. The Advisor/Advisee program is available at the middle and high schools for all risk behavior areas. Students in all grades also have access to clubs that provide activities promoting healthy lifestyles, exercise, cooperation, and alternatives to drinking alcohol and using other drugs.

The Youth Alliance for a Drug Free Alma

The Youth Alliance for a Drug Free Alma (YADFA) is an in-school and after-school organization that combines the outside community with student-led projects in an effort to curb drug and alcohol use. For example, a small group of YADFA students initiated dialogue with the coaches, other school staff, social-service providers, juvenile court officers, and the sheriff to express their concern with consistency regarding AOD violations. Because of these discussions, the Buffalo County Partnership Council began working with the local judge to develop a Youth Risk Reduction Program.

Any student in grades 7-12 may be a member of the organization, and about 10 percent of students take advantage of this opportunity. Students gain leadership skills through project development, marketing, implementation, and evaluation. Dances, community fairs, and other projects build student and community strengths, providing healthy alternatives to self-defeating behaviors of drug and alcohol use. YADFA also sponsors community dinners and panel discussions focusing on community issues. (See the discussion of Family and Community Town Suppers in the section on Family and Community Connections.)

Student Assistance Program

The Student Assistance Program (SAP) group meets weekly for students in grades K-6 in 10-week sessions led by trained staff facilitators. In grades 7-12, SAP groups are established for each semester. Seventy-two students in grades 1-6 and 30 students in grades 7-12 currently participate in the SAP program.

The main goal of the K-12 SAP is to help students identify problems and solutions in their own lives. SAP is continually gaining support from administration, staff, and the community, and a significant majority of the staff has been trained as SAP facilitators.

The After School Rap Session and Advisor-Advisee Program

These programs provide students with the opportunity to discuss issues that are troubling them and to offer advice and friendship to others who are experiencing difficult situations at home, in the community, or within the school. Students participate across grade levels, with sixth grad-

ers involved with students in grades K-5. Resiliency and natural support systems are stressed in each program. Sixty-two students in grades 1-6 and 11 students in grades 7-12 (comprising nearly 20 percent of the student population) participate in the After School Rap Session and Advisor/Advisee groups. Thirteen parent volunteers (a ratio of one parent to each five or six students) also share their skills and time with the groups.

Mentoring Program

The mentoring program provides an opportunity for students of different ages and skills to spend time together in a positive environment. Trained high school students, who are likely to be regarded as natural experts by younger students, serve as mentors.

Adult Programs

Staff Development

Cooperative Educational Service Agency (CESA 4) provides substantial services to Alma School District educators through training and cooperative programming efforts. CESA 4 has assisted in grant development and writing, inservice education, and training. The Alma School District subsequently received several student mini-grants through CESA 4 and the Wisconsin Department of Public Instruction. In addition, middle and high school teaching staff have worked with CESA staff on an ongoing revision of the health and wellness curriculum.

Other staff development and training has focused on risk behavior reduction in the areas of ATOD, HIV/STD and pregnancy, violence and safety, nutrition, inactive lifestyle, and injuries and accidents.

In addition to risk behavior reduction training, Alma schools have encouraged their staff to seek training as SAP facilitators so that they are available to students seeking adult support. This provides a way for staff not only to teach about risk reduction but also to promote assets development in the school by encouraging healthy attitudes and behaviors. The vast majority of staff (80%) are trained as facilitators, with about half the staff actively involved with groups.

Other Programs

Other adult-oriented programs include child development and parenting classes. The child development classes are also available to youth, creating a teen-parent connection. Programs include:

Child Development Day: This is an opportunity to teach parents and students about children's developmental needs and ways to meet those needs.

Teen Health Day: This serves a similar purpose for parents of teens, as well as including information for teens themselves.

Parenting Classes and Newsletter: These provide continuous home-school contact while broadening education to areas outside of the classroom.

Family and Community Connections

Alma School District staff and interested parents have worked together over the past 12 years to create community and school activities that promote healthy lifestyles for young people. They have also engaged the broader community in dialogue over one of the most important issues identified by both school staff and parents as critical to young people's future success: youth alcohol use.

Improving America's Schools Act School-Community Advisory Council

Alma school staff and administrators work with the Improving America's Schools Act (IASA) Team to address emerging student issues and to provide support to children and families in times of need. The IASA Team includes some members of the Pupil Services Team, the district administrator, other administrative staff, teachers, parents, the school nurse, a representative from the Buffalo County Department of Health and Human Services, a school board member, the Alma chief of police, and a nurse from St. Elizabeth's Hospital.

The IASA Team, first organized in the spring of 1995, works toward achieving three major goals. First, they review progress made on meeting the state and school district goals to raise achievement of all children in the core academic subjects. Second, they review the contribution of federal programs to the progress made by the beneficiaries of those programs in achieving state and school district goals. Third, they help schools use federal resources to support general education reform as well as to plan, implement, and modify

specific strategies and activities (including health and wellness activities). The advisory council meets formally twice a year to discuss both emerging and on-going issues as well as strategies relating to individual students. In addition, the team has several informal meetings throughout the year.

Among the issues the team has addressed are: (1) a four-year-old preschool program, (2) parental involvement via parenting classes and parent volunteers, (3) assessment, and (4) staff development. Two major strategies have been used to provide students and their families with support. First, the Buffalo County Department of Health and Human Services has promoted attendance at school parenting classes. Second, asset-building breakfast and dessert meetings with parents and the community have been offered to determine how the school, community, and families can work together to increase asset building for students and youth.

Buffalo County Partnership Council

The community of Alma and the Alma School District are active partners in the Buffalo County Partnership Council (BCPC). This council is one of the key players in the CESA 4 partnerships. The BCPC is composed of representatives from each school district in Buffalo County, the Sheriff's Office, University of Wisconsin Cooperative Extension, and Buffalo County Health and Human Services. A unique aspect of the BCPC is that each school district provides three student representatives who have full voting privileges.

The council promotes collaborative activities that focus on such health and wellness issues as youth risk behavior factors for middle and junior high students and enforcing current athletic codes. It also plans and promotes activities that address the other youth risk behaviors identified above, including HIV/STD and pregnancy prevention, safety and violence prevention, healthy diet and active lifestyle, and injuries and accident prevention.

The group is currently meeting with the superintendents, high school principals, parents, and students to make sure everyone is fully aware of the regulations stated in the athletic codes. The Alma School District expects that students will take a leadership role in addressing this issue. District staff view students as more effective in communicating the no-use messages than are teachers and other adults.

Family and Community Town Suppers

One significant strategy implemented over the last few years is the Family and Community Town Suppers (FACTS). FACTS bring together students, families, and other community members in an intergenerational setting to discuss over a meal a major topic of interest to the community. Subjects have included media influences on the use of alcohol and other drugs, what can be done to stop the legalization of marijuana in Wisconsin, and helping parents address alcohol and other drug use issues. Participants in the panel discussions have included the Buffalo County judge, Buffalo County sheriff and/or deputies, the Alma police chief, a physician, the district attorney, local legislators, the Alma School District administrator, grade-level principals, a member of the DPI Student Services/Prevention and Wellness Team, and students.

The district has now held three FACTS events and was surprised when 125 attendees came to the first event. The numbers then increased to 180 for the second, and sharply jumped to 270 for the third FACTS. According to staff accounts, members of the LaCrosse media were absolutely stunned by the attendance when they entered the crowded room.

Community Awareness Group

The Community Awareness Group is made up of parents and local community leaders from the faith community, civic organizations, and government. It promotes school activities designed to support students interested in alternative activities to drinking and other high-risk youth behaviors.

Other Community Connections

Alma also has a police-school liaison officer who teaches the Drug Abuse Resistance Education (DARE) program to sixth graders. The officer participates with school staff and officials in addressing such issues as ATOD, violence prevention, and improved safety as well as injury and accident prevention.

The district collaborates with community organizations and agencies to provide activities and programs that support health and character development in the community and school. The "Character Counts" Committee closely examines school and community needs and develops special programming to meet those needs. The committee

also uses natural learning situations to emphasize community values.

A final connection is with the area volunteer fire department and emergency medical services crew. These community people instruct students, parents, and other community members about fire and health safety.

Future Directions

The district's future plans include writing a grant proposal that will fund a communitywide examination of its developmental assets, an approach originating from Peter Benson and the Search Institute. Five different breakfast and/or dessert events are being held in an effort to study the developmental assets and gather input about how to promote these assets in the broader Alma community. Community people who have been invited include Buffalo County Health and Human Services staff, local and county law enforcement, business people, clergy, and parents.

The Alma School District will focus more of its efforts toward establishing stronger support for parents and a stronger connection with the business community, according to district staff. The YADFA program is strong, and youth involvement continues to increase. With this success, school staff will turn their attention to helping parents learn more about child development and how to manage challenging behaviors. They also intend to increase awareness of the ways that parents and school staff can better collaborate to support their children in school as well as in the community.

More grant funding for program development and expansion is an aspect of the school district's plans. Finally, Alma will continue to involve young people in the grant and program development process.

2

Beloit School District

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Beloit is the south-central gateway to Wisconsin, located on the Wisconsin-Illinois border, about 15 miles south of Janesville. This industrial city of about 35,000 is home to Beloit Industries and the Hormel meat packing company; General Motors in Janesville is nearby, as is Chrysler in Belvidere, Illinois. The city is also the home of Beloit College, one of Wisconsin's more prominent private colleges and a strong partner with Beloit schools.

Beloit is a diverse community in terms of both race/ethnicity and socio-economic status. In a school-age population of about 7,000, 28 percent of students are African American, 7.5 percent are Hispanic, and 63 percent are Caucasian. About 37 percent of the total student population registered recipients of free or reduced-price lunches.

As reflected in the motto of its 1996-2001 strategic plan, "Committed to Excellence, Strengthened by Diversity," the School District of Beloit sees its diverse student population as an asset. Two of its five major goals deal directly with valuing diversity.

Goal #1: Students will demonstrate high achievements in learning environments where their unique interests and strengths are valued.

Goal #2: Students' educational needs will be addressed through the collective utilization of community and school resources.

Goal #3: Student learning will be enhanced by the cooperative work and support of all community members.

Goal #4: Diversity will be valued in a culturally literate learning environment.

Goal #5: Students will demonstrate individual and social responsibility.

The district employs 515 licensed instructional staff working in 15 buildings: 12 elementary (K-5), two middle (6-8), and one high school. Thirty-five administrators oversee its direction and operations. The school system has a reputation for being progressive and innovative; the high school, for example, was a national prototype in its early adoption of four-block programming.

Like other districts, Beloit faces the challenges of student dropouts, alcohol and other drug use, teenage pregnancy, and other youth risk behaviors. According to AODA Coordinator Kay Nightingale, the city "faces problems head-on and tries to deal with them." Thus, the community actively participates in and supports the district's innovative and strong prevention programs.

One major collaborative effort was the district's April 1997 survey of all sixth through twelfth graders in cooperation with the Search Institute in Minneapolis. The survey was designed to assess external and internal developmental assets and document patterns of high-risk behavior among students. Survey results are being shared in a variety of ways in the community, including at Family and Community Town Suppers (FACTS) described in the section on Family and Community Connections. Kay Nightingale reports that the survey initiative and results have "focused and

provided direction" for community members and groups to do whatever they can within their sphere of influence to help students succeed in school and increase developmental assets in the home, school, and community. (Note: The survey is described in greater detail in the upcoming section on Implementation Strategies.)

Implementation Strategies

Data and Dialogue with the Community

Data and dialogue seem to be the key driving factors in the development of the district's prevention programming. In 1990, the School District of Beloit and the Janesville School District collaborated to gather baseline data on parents', students', and school staff's concerns regarding alcohol and other drug use. The 1990 survey as well as a follow-up 1992 survey were developed by Dr. D. Paul Moberg, director of the Center for Health Policy and Program Evaluation. Using these data, the AODA coordinator and curriculum supervisor chaired two separate committees (one at the elementary level and one at the secondary level) that formulated a K-12 prevention curriculum. These committees were composed of parents, school staff, local law enforcement, and district administrators. The curriculum evolved over the years as new prevention research surfaced and new strategies proliferated. The present curriculum is based on prevention research, addresses other youth risk behaviors, and builds on the *Tribes* process for fostering an environment of caring and respect. (See the sections on Curriculum, Instruction, and Assessment for the current curriculum and Healthy School Environment for details on *Tribes*).

In 1995, the Beloit schools held a public forum on student-athlete drug testing and the athletic code that attracted a great deal of attention from parents, teachers, coaches, administrators, and school board members. The issue was whether or not to conduct student-athlete drug testing. After an extended dialogue, participants decided that it would be more beneficial to support prevention education rather than spend additional resources on an aggressive enforcement program of drug testing. According to district staff, this was a watershed moment for community support of prevention in the schools.

Search Institute Survey: The district's two most recent attempts to gather data were the 1997 Youth Risk Behavior Survey in cooperation with the DPI and the Search Institute Youth Survey – Attitudes and Behavior administered to all sixth- through twelfth-grade students in April 1997. These were massive undertakings that required considerable preparatory work and cooperation from many district staff. The Search Institute survey measured developmental assets that help young people become resilient, successful adults. These assets can be both external (provided to young people in their home, school, and community) and internal (personal qualities, attitudes, and beliefs). The survey also identified risky behaviors in which students participate. The district has since been involved in dialogue with the community about the survey results. According to the AODA coordinator, survey results seem to have a great deal of credibility among community members because they are specific to Beloit ("These are *our* children/grandchildren speaking to us").

She and others have given dozens of presentations in the community, encouraging groups to use the survey results within their sphere of influence to build assets in Beloit youth. For example, funding involving community-based organizations is increasingly based on whether the proposed activity builds assets in young people. On a more personal level, the new high school football coach is starting a mentor program for team members. Each football player on the Beloit Memorial High School team (the "Purple Knights") will have a volunteer adult male role model as a mentor. These adults from the community, called "Knights of the Roundtable," will have preliminary meetings with the coaching staff as well as district and school administrators to learn about mentoring. Then each adult "knight" will establish a relationship with a player, meeting at least weekly and attending every football game.

In short, the survey has provided the data needed by all members of the community to build assets for youth. In the words of the AODA coordinator, "This survey has given Beloit a common focus. From senior citizens waiting at the bus stop with little children so they won't have to wait alone to simply smiling at a child in the neighborhood, speaking her name, and asking how school is going this year, asset building is all our job. And if we want a healthy community and healthy kids, this survey has given us the data and information we need to activate. And it's happening! The next time we survey kids in four years, we hope the assets will have jumped considerably!"

District Leadership

Another factor that seems to have had a significant impact on the district's current direction is the commitment and enthusiasm of its AODA coordinator and members of the Pupil Services Team. For example, the growing involvement of staff across the district in the *Tribes* process can be attributed to this enthusiasm as well as the persistence of other influential Beloit staff who believed in its effectiveness. Through their promotion, more than 275 teachers, administrators, school board members, parents, and other community members have been trained in this approach. In addition, the AODA coordinator is instrumental in networking among district staff and community members; she helps district staff see the interconnections among the strategies in various components of the Framework.

The district administration has also played a major role in setting the climate for prevention initiatives and programming as well as creating school-community connections. The School District of Beloit, through its recently completed strategic plan ("Student Success for the 21st Century: 1996-2001"), made a commitment not only to the academic success of every student but also to their well-being as future contributing adults in their community. Each department develops its own objectives and action plan to help accomplish the broad goals outlined in the introductory section. Through this outcome-driven plan, the district is striving to create positive learning environments in which diversity is celebrated, connections with parents are strengthened, and coordinated efforts with community organizations and agencies occur.

Funding Support

Federal Safe and Drug Free Schools and Communities Act (SDFSCA) entitlements as well as competitive grants administered by the Department of Public Instruction have substantially funded the district's prevention programs. Over the past 10 years, funding has included SDFSCA High Need, Alcohol and Traffic Safety, After School/Summer School, and State AODA Program grants. SDFSCA entitlements provide salary and support staff for the district's AODA coordinator; funding has also been used to purchase curricular materials and train staff.

For example, *Here's Looking at You, 2000* materials were purchased, and all K-5 elementary teachers in the district participated in a two-day training in its use. It has been used to integrate health and wellness into other content areas, such as training a secondary social studies teacher to conduct *On Campus: Talking About Alcohol and Other Drugs* (OCTAA) in all required twelfth-grade social studies classes. Such funding has also supported parent programs, including *Talking with Your Kids About Alcohol and Other Drugs* (TWYKAA), the parent component of *Talking with Your Students About Alcohol* (TWYSAA), used in grades six and nine. In addition, grants have supported the initiation and continuation of such student programs as Natural Helpers and Team Beloit (described in detail in the Student Programs section). Finally, grant funds partially supported the administration and follow-up of the Search Institute assessment.

CESA 2 Assistance

According to the AODA Coordinator, support and technical assistance from Cooperative Educational Service Agency (CESA 2) was also instrumental in providing guidance and support as the district developed its prevention and wellness programs. In particular, the CESA 2 AOD Network Facilitator helped conduct the Training of Trainers that prepares local district trainers for various prevention programs, such as *Tribes, Here's Looking at You, 2000, TWYKAA,* and so forth.

Healthy School Environment

Tribes

The School District of Beloit is using a process developed by Jeanne Gibbs (*Tribes: A New Way of Learning Together,* Center Source Systems, 1994) as a vehicle for fostering healthy classroom and school environments. The *Tribes* process helps create a positive school and classroom environment, which in turn positively affects behavior and learning. Beloit schools are working toward becoming *Tribes* "Learning Communities"—safe and caring environments that foster the growth and development of *all* students.

According to the *Tribes* program description, students achieve best when they

- feel included and appreciated by peers and teachers;
- are respected no matter their abilities, culture, gender, interests, dreams, and so forth;

- are actively involved in their own learning; and
- have positive expectations from others that they will succeed.

Tribes is not a curriculum but is a process that develops a sense of community, caring and support, opportunities for meaningful participation, and high positive expectations. In the *Tribes* process, students and teachers agree to listen attentively to each other, express appreciation for each other rather than to use "put-downs," treat each other with respect, and honor the right to choose not to participate in group activities.

The *Tribes* process is now being used in all 12 elementary schools and in both middle schools; it will soon be offered, where requested, in the high school. Although acquiring the necessary resources to expand use of the *Tribes* process is a challenge, currently more than 275 Beloit teachers and administrators have been trained to use the process. Furthermore, people from the community (for example, school board members, parents, and clergy) are also part of *Tribes* training. The School District of Beloit Assessment and Research Office is currently doing an in-depth evaluation on the effects of the *Tribes* process in the district. Preliminary data suggest that *Tribes* has a positive impact on student achievement as well as on the classroom/school environment. Because of this positive impact, the district plans to prepare additional staff as trainers who will provide support and technical assistance to sustain existing *Tribes* "Learning Communities" and to create new ones across the district.

School Policy on Alcohol and Other Drugs

In 1993-94, the high school principal initiated an informal survey in which Beloit Memorial students identified alcohol and other drugs as one of the top three reasons for school failure. School responses to this survey included a renewed commitment to prevention curriculum and a re-examination and "tightening up" of school policy. Thus, a student who violates this strict no-use policy must attend an after-school intervention program run by the AODA coordinator (described in more detail in the upcoming Student Programs section).

Believing that school staff must be positive role models, the district has also made mandatory drug testing a condition for employment and has developed procedures for supervisors to report suspected drug use among employees.

Curriculum, Instruction, and Assessment

The School District of Beloit is currently moving toward a comprehensive prevention curriculum that addresses the academic, physical, emotional, and social aspects of education. As described earlier, the district began this process by focusing on AODA prevention, a problem area identified by students, and subsequently integrated other health and prevention topics. The current prevention curriculum builds on and interacts with the positive environmental strategies and themes in the previously described *Tribes* process.

The AODA Prevention coordinator is a central figure in the district's health and prevention curriculum. She is a certified trainer in all prevention programs used the by the district, including *Tribes,* and is responsible for training other staff in these programs as well as prevention, resiliency, and youth development. She describes *Tribes* as the foundation of curricular efforts in all classes, with the curriculum itself providing age-appropriate information and skills that build on *Tribes* strategies for creating a positive environment. Students in the sixth, ninth, and twelfth grades participate in health units based on *Lifestyle Risk Reduction*, an approach developed by the Prevention Research Institute in Lexington, KY. The program is research-based and evaluates program outcomes. Its overall purpose is to reduce the risk that participants will have a problem now or in the future with alcohol or other drugs. Its goals are

- to increase abstinence;
- to delay the onset of first use; and
- to reduce high-risk use.

Educators who teach these units are trained in *Lifestyle Risk Reduction* as well as the *Tribes* process. Sixth graders participate in 12-15 lessons from *Talking with Your Students About Alcohol* (TWYSAA). Ninth graders participate in the required health education class, which is designed around *Talking with Your Students About Alcohol and Drugs* and incorporates other risk behaviors. Twelfth graders participate in another version of the *Lifestyle Risk Reduction* curriculum, *On Campus: Talking About Alcohol and Other Drugs*. These lessons are taught by a social studies teacher, trained by the AODA Prevention co-

ordinator, who "roams" to all required senior social studies courses. A brief outline of the K-12 AODA prevention curriculum follows:

Grades K-5: *Here's Looking At You, 2000*

Grade 6: *Talking with Your Students About Alcohol* (TWYSAA, Level 2): *Lifestyle Risk Reduction*

Grade 7: *Here's Looking At You, 2000* integrated into *Values and Choices*

Grade 8: *Drug Abuse Resistance Education* (DARE); prevention and healthy lifestyles information integrated into science, mathematics, and language arts classes

Grade 9: *Talking With Your Students About Alcohol and Drugs* (TWYSAA, Level 3): *Lifestyle Risk Reduction* in required health classes (other risk behaviors are addressed using this model)

Grade 10: *Talking With Your Students About Alcohol and Drugs* (TWYSAA, Level 3): *Lifestyle Risk Reduction* refresher as part of the driver's education curriculum, focusing on impairment problems from chemical use

Grade 12: *On Campus: Talking About Alcohol and Other Drugs* (OCTAA): *Lifestyle Risk Reduction* integrated into social studies and government classes

As the outline suggests, the School District of Beloit integrates other health and safety topics into its health curriculum and classroom activities. Broad topics include:

- hygiene and prevention of spreading germs
- violence prevention topics such as sexual harassment, protective behaviors, and weapons
- how to stay safe in dangerous situations
- tobacco and youth
- social skills development
- sexuality and contraceptives
- nutrition

Pupil Services

Each Pupil Services Team consists of the school social worker, psychologist, school nurse, and guidance counselors. The district employs seven social workers, seven psychologists, eight nurses, and 13 guidance counselors. The team coordinates activities through a District Pupil Services Advisory Council, which represents a cross-section of staff concerned with student services and health/prevention issues. In addition to pupil services staff (social workers, psychologists, and counselors), council members include health teachers and the AODA coordinator. Site-level teams carry out programs at individual schools.

The School District of Beloit's 12 elementary schools are divided into four sections, referred to as the Quadrant System. In this strategy four different intradistrict systems are created, with pupil services personnel assigned to each specific quadrant and working only with the schools located in that quadrant. Relationships are developed over time between staff and students' families, which allow for continuity of service. Staff work as a team to solve problems and develop programs in a way that builds positive working relationships between students' homes and the schools.

Student Programs

Student programs in the School District of Beloit vary from building to building, although some continuity exists across all schools. Student government, the Peer Mediators program, and Student Assistance Programs can be found at all schools. Similarly, the district provides alternative activities for students in all schools, some in cooperation and/or coordination with community organizations such as the Alliance for a Drug Free Rock County. Peer Educators and Peer Helpers programs are limited for the most part to Beloit Memorial High School; however, there is a Peer Helpers program at the elementary level that addresses youth violence and safety issues. A service learning component was in the planning stage during the 1997-98 school year.

Below are descriptors of some of the district's student programs. The program that seems to draw most significant recognition from students and staff is the Natural Helpers program at Beloit Memorial High School. It was initially funded by a competitive State AOD Program Grant and is

currently funded by Safe and Drug Free Schools and Communities Act entitlements.

Natural Helpers

This peer-helping program identifies and trains a diverse group of students to assist classmates with problems they may be experiencing both inside and outside of the classroom. About 75 students are actively involved. The student selection process includes both teacher observation and student surveys.

Initially, a list of prospective students is developed through teachers' observations. Teachers look for behaviors that indicate leadership within all of the defined subgroups of students in natural settings around the school. Students who seem to have the trust and respect of their peers within their naturally developed communities ("cliques") are identified. Next, students themselves are surveyed, responding to the question, "Whom would you talk to if you had a problem?" Students identified through both staff observations and the student survey are then invited by student assistance advisors to participate in the Natural Helpers program. Staff at the high school view this program as an opportunity to bring students of diverse backgrounds into a cohesive helping network.

Natural Helper students participate in an intensive four-day training retreat facilitated by five Natural Helpers leaders. They learn and practice the fundamental skills of developing trust, listening, and helping. They also learn about school and community referral services available to students. Students in the Natural Helpers program are also involved in ongoing training that covers the variety of youth risk behaviors that occur in the Beloit Memorial High School student population. The training is held monthly, covering topics such as suicide, sexuality, gang violence, alcohol and other drug issues, teen pregnancy, stress, and physical abuse. Students receive current information and have an opportunity to discuss these issues. They also explore problem identification and resolution strategies designed to protect the health and safety of the students they help.

A major aspect of the Natural Helpers program is community service. Some of the health and wellness projects in which students participate include the following:

Food Drive: Students collected over 1,600 cans of food for Caritas, a local food pantry.

CPR/Emergency Aid Training: Some students received training in CPR and Emergency AID through the local Red Cross.

Teens Against Tobacco Use: Students participated in tobacco education resistance training in order to conduct sessions at elementary schools in the 1997-98 school year.

Team Beloit

In the spring of 1997, the district was awarded a competitive two-year After School/Summer School grant from the Wisconsin Department of Public Instruction to fund this program. Team Beloit brings together retired teachers, nonprofit community agencies, and selected high school juniors and seniors. They work as a team to strengthen the academic and behavioral skills of sixth-grade students identified as first participating in AOD use and/or beginning to exhibit patterns of academic and behavioral problems at school as well as with suspended students in grades 1-12. Sixth-grade students are served by Team Beloit through their ninth-grade year. The concept of resiliency and building on strengths is stressed in all parts of the program. Activities include tutoring, role modeling by high school students, field trips, goal-setting sessions with students and their families, parent/family nights, and community service.

Operation Snowball

This prevention program at Beloit Memorial is affiliated with Rock County Operation Snowball, a countywide youth initiative that was recognized as an exemplary prevention program at the 1997 Wisconsin Prevention Conference. It is led by the ninth-grade health teacher. Students in the program, mostly ninth graders, participate in a three-day skill-building retreat to learn about making healthy decisions, living chemically free, and promoting healthy lifestyles. They also learn how to organize and develop activities and programs to promote this message to their high school peers and to elementary students. Operation Snowball students develop and implement programs throughout the school year at the high school while also speaking at the elementary schools to promote the various prevention themes they learned during their retreat.

The Alcohol and Drug Policy Violation Classes–Youth Diversion Program

As a result of the 1993-94 student survey at Beloit Memorial High School that indicated students perceived use and abuse of alcohol and other drugs as one of the top three reasons for failure at school, the district revised its AOD policy. The change offers all students who are in violation of the policy the opportunity to attend an after-school alcohol and other drug intervention program. A student who elects not to participate or discontinues participating is subjected to stiffer sanctions, such as being charged with underage alcohol use and subsequently sentenced by the Municipal Court judge or going directly to an Administrative Hearing for possible school expulsion. The Alcohol and Drug Policy Violation Classes-Youth Diversion Program is the responsibility of the District AODA coordinator, who works with about 75 students each year.

While longitudinal data does not yet exist, some positive feedback has come from former students, who have sent letters recounting their experiences and the impact the program had on their lives. For example, one female student took the class, moved away, and later went on to college. She wrote back two years later to thank school officials for requiring her to attend the program. She also said that she recognized the significant impact of the class. In her words, "That class saved my life."

Just Say No Clubs

Just Say No Clubs, which are coordinated districtwide by an elementary principal, can be found at the Beloit elementary schools. Students meet after school to participate in healthy activities, such as field trips and hobbies, that are alternatives to high-risk behaviors and lifestyles. This is a collaborative school-community effort sponsored by the Beloit Optimist Club.

Adult Programs

Parents

A parent component is contained in the *Talking with Your Kids About Alcohol* (TWYKAA) curriculum in use by the School District of Beloit. Over 200 parents have been trained since the program began seven years ago. The TWYKAA program informs parents about what their young people are learning in the *Talking with Students About Alcohol* curriculum as well as techniques and strategies to use with their teens when discussing alcohol and other drugs. Parent support programs for ATOD are also offered at the elementary level. Other parent programs are offered in individual schools by site level teams and Pupil Services staff on such topics as HIV/AIDS/STDs, teen pregnancy, and violence prevention.

Staff

A staff wellness team in each school develops activities that promote health and wellness for school employees. Staff development activities are also provided by the school or through CESA 2 on topics relative to the youth risk behavior areas: ATOD, HIV/STD and pregnancy, violence and safety, nutrition, inactive lifestyle, and injuries and accidents. Staff employee assistance/wellness programs are operated on a site-level basis. Actual Employee Assistance Program (EAP) services are contracted, and the district employs a Staff Wellness coordinator.

Family and Community Connections

One of the five broad goals in the School District of Beloit's strategic plan reads, "Students' education needs will be addressed through collective utilization of community and school resources." The major strategies designed to reach this goal and to connect the schools and community are Village Partnerships and the Beloit Education Center, while other strategies are more directly related to prevention and wellness.

Village Partnerships

Village Partnership is the name the School District of Beloit has given to the process of involving many groups (for example, parents, families, churches, businesses, service clubs, and government) in helping the district make decisions about the learning experiences offered to children in the community. Vehicles for this process include Village Partnership Site Councils at each school that make recommendations to a District Village Partnership Council. The councils use a consensus model for shared decision making and developed a plan for areas to be studied during the 1997-99 school years.

Beloit Education Center

The Beloit Education Center is a cooperative effort involving the district and a number of community organizations to provide support for students who have been expelled from area schools. It includes but is not limited to the services of the following organizations: Beloit Inner City Council, Beloit Opportunities Industrialization Center (OIC), Family Service Association, YMCA, Beloit Police Department, Beloit Probation Department, and the School District of Beloit. It is not a School District of Beloit project but a community-based effort that is a true reflection of the Village Partnership concept.

The program, located at a community center, provides a continuing education-based experience during the period of a student's expulsion that includes tutoring in school subjects, counseling and support services, and an opportunity to interact with positive role models and to build on their personal assets. Student participation is voluntary, and students who do take part are expected to make a commitment to abide by the program contract, attend regularly, and take part in community service and counseling/support programs.

Family and Community Town Suppers (FACTS)

After the Search Institute assessment described earlier was completed, the School District of Beloit held a series of dinner/dialogue events to begin a communitywide discussion around the survey results, community values, and character education. These Family and Community Town Suppers were important vehicles for disseminating survey results and combining them with the district's character education initiative (a part of the Department of Public Instruction's initiative on citizenship education). Community leaders, religious leaders, parents, members of the business community, youth workers, and school staff attended, with Spanish interpreters available for non-English-speaking Latino families.

Alliance for a Drug Free Rock County

The Alliance for a Drug Free Rock County is a local chapter of the Alliance for a Drug Free Wisconsin. The organization is based in Janesville but includes the Beloit area as well. The AODA coordinator, students, and community activists participate in activities that promote alternatives to high-risk behaviors for both young people and adults. One annual activity is the alcohol-free Family Fest.

Upward Bound

Upward Bound is an organization for high school students who are at risk of not completing high school or going on to postsecondary education or job training. Students make a commitment to participate in this program which not only provides tutorial assistance but also offers guidance from a group of youth and adults who support the idea of achieving. Young people also work in a stable environment where they receive nurturing and constructive support for their efforts.

Future Directions

Moving the district and community toward a strong wellness and prevention model is an evolving process that includes many people. The district's five-year strategic plan, "Student Success for the 21st Century, 1996-2001," and community dissemination of the Search Institute assessment are significant steps in that process. Both will guide the School District of Beloit in its efforts to build a more comprehensive and collaborative educational system that incorporates health and wellness throughout the academic curriculum, infuses it into the school climate, and plays an important role in increasing the developmental assets of young people in Beloit. While action plans are still in the process of development, an important foundation has been laid in the form of community data and dialogue.

One of the next steps that the Beloit School District has identified is to develop a committee to more fully coordinate district prevention and wellness programs and to create an action plan based on the Search Institute assessment outcomes. The Comprehensive School Health Task Force is intended to consist of parents, business people, law enforcement, civic leaders, and public health officials, as well as school staff. The group will guide district planning and implementation of initiatives, including school policies and programs, that will add to the community's efforts to improve the developmental assets of Beloit children and youth.

3

Black River Falls School District

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Black River Falls is a small city of about 4,000 people, set in a beautiful valley carved out by glaciers that left behind tall rock formations and a wide river valley. This rural Jackson County community is located between LaCrosse and Eau Claire, just off Interstate 94, a location that has led to a proliferation of medium-sized manufacturing plants and businesses in the service industry. Other major employers in Jackson County are the county itself, Ho Chunk Nation Executive Offices and Casino, and the Jackson County Correctional Institution. The latter two were built in the early 1990s and have added much-needed jobs to the local economy.

The Black River Falls School District is the largest in Jackson County. The district, which has nearly 2,000 students, operates four elementary schools, a middle school, and a four-year high school. The Ho-Chunk Indian Nation is partially located in the district, and children from that community make up 15 percent of the district's enrollment. Thirty-seven percent of the entire student population qualify for free or reduced-price lunch.

A spirit of giving and volunteerism permeates the community, particularly with regard to providing for its young people. Volunteers play a prominent role in active programs such as the Boy and Girl Scouts, 4-H, Youth Hockey, and Park and Recreation. Black River Falls has a volunteer community theater in which a number of young people participate. The Garden Club places flowers in planters downtown and on the grounds of the middle and high schools. The Black River Falls Foundation raises funds for projects like the new library and community park and makes funds available for worthwhile community projects. A locally based construction company foundation has generously provided an indoor pool and recreation center to be attached to the new middle school. The same company made a major contribution to other local fundraising for a 44-acre multirecreational community park that opened in the summer of 1998.

This spirit of community collaboration is reflected in the district's mission statement, which reads: "Our interactions with all students will prepare them to be life-long learners and compassionate, contributing members of our society." Black River Falls prevention/wellness programs are actively helping to fulfill this mission by making connections with the community and utilizing the Wisconsin Framework for Comprehensive School Health Programs. The Framework, which places the student at the center, has helped the district widen the scope of its prevention education programming. "It makes the interdependency of the family, the education system and the community very clear," says Marie Marecek, retired Alcohol, Tobacco, and Other Drugs (ATOD) coordinator and elementary guidance counselor.

Implementation Strategies

State and Regional Leadership

Direction and support from the Department of Public Instruction and Cooperative Educational Service Agency (CESA) 4 have been instrumental in developing Black River Falls' current health and wellness programming. Staff used the Department of Public Instruction Student Services/ Prevention and Wellness Team's Comprehensive AODA Program Checklist in 1988 to evaluate the effectiveness of their programs and develop plans for future action. This eventually led to a district structure around which programs were developed.

As the DPI began to articulate an integrated approach to health and wellness programming, Black River Falls district staff used the Framework to further develop the district's programs. In fact, district staff point to the Framework as a catalyst for local program development. Over the course of several years, as staff and community members indicated their readiness, the district systematically worked on strategies in each of the Framework components. In addition, CESA 4 staff, particularly the ATOD Facilitator/Community Health Educator, helped Black River Falls staff define their vision and determine benchmarks and then provided support as the district implemented its plans.

Funding Support

A variety of grants available through CESA 4 and the DPI have been important in program planning and implementation. They include the following:

Project Validation: The CESA 4 ATOD coordinator was instrumental in writing this multiyear competitive substance abuse grant for federal funds, which expanded and enhanced current prevention efforts in schools and communities in the areas served by CESA 4.

State AODA Program Grants: Since 1988, the year Black River Falls staff identify as a milestone in the development of their current program, the district has been awarded competitive State AODA Program Grant funds to develop their comprehensive school health program. The following brief description of the way this funding has been used provides an overview of this systematic program development in several components of the Framework; these programs are discussed in more detail in subsequent sections.

- 1989-90 funds provided the money and spark to get the district's comprehensive school health program organized. The grant helped the district identify where ATOD issues were included in the curriculum, recognize gaps, and plan for greater integration across the curriculum.
- 1991-92 funds initiated a program to enhance parenting skills during which the district trained 71 school and community people in the principles of "Active Parenting." Since then, "Love and Logic" and "Active Parenting 1-2-3-4" have been added.
- 1992-93 funds allowed the district to create an "Expanding Relationships" video and discussion program that was presented to the community. The program featured highlights of a recent survey on local youths' drug and alcohol attitudes and use as well as a summary of ATOD programs, risks, and protective factors. The video program influenced the district to initiate student assistance programs.
- 1994-95 funds provided training and startup costs for a Student Assistance Program.
- 1995-96 funds allowed the district to continue development of its Student Assistance Program, reenergize its parenting programs, and begin to link prevention programs to goals developed in the Black River Falls School District's strategic planning process and staff development plan.
- 1996-1998 funds enabled the district to develop school and family building resiliency programs.

DPI Student Mini-Grants: These grants allowed students from grades 4 to 12 to plan and carry out a variety of prevention/wellness programs. Some programs first conceived as student mini-grants have been repeated yearly in the schools.

Safe and Drug Free Schools and Communities Act: The district has written a consolidated Improving America's Schools Act (IASA) plan that includes Titles I, II, and IV. This requires long-term collaborative planning and has tied the district's wellness and prevention programs to the goals and objectives of its strategic plan. Recently retired ATOD Coordinator Marie Marecek, who has been actively involved in program planning and implementation, strongly believes that this strategy will strengthen prevention/wellness initiatives.

Community Input and Support

Black River Falls staff members realize the value of broad-based involvement in program planning and implementation. Prevention/wellness programs are developed in response to expressed needs (for example, parenting programs and the Expanded Relationships group); community members are included in grant development; and students are included in program planning and implementation. The countywide partnership council, Together for Jackson County Kids, has been a significant vehicle for promoting and collaborating on prevention resources and programming. (Specific district programs and community connections will be discussed in subsequent sections.)

Healthy School Environment

Black River Falls has enlisted parents and the community to provide a healthy school environment for both students and staff. The district's commitment to health and wellness is revealed through its growing and sustainable effort over the past 10 years to pursue new ideas that promote collaborative planning and program implementation.

Today, a substantial number of district staff are trained as facilitators and are active in developing and implementing student programs that promote healthy lifestyles and resilient youth. Parents are involved more than ever in their children's education as they participate in parenting programs and activities that connect homes and schools. "We have a lot of programs that people don't even think of as ATOD," said Wendy Dugan, elementary guidance counselor. "We're strong in sports and clubs. We're trying to get more parents involved, and we're strong in the Student Assistance Program. That all helps in building resiliency and in kids making good decisions."

Curriculum, Instruction and Assessment

The Black River Falls health and wellness curriculum uses a combination of information, risk-reduction, and assets-development approaches and integrates them into key subject areas. After evaluating the ATOD curriculum in 1989, district staff developed a matrix of ATOD objectives, which consists of four ATODA competencies, goals for each competency, and objectives for each goal. These ATOD competencies, which were updated in 1990, 1995, and 1997, are as follows:

ATOD Information:

- use of medicines
- ATOD types and effects (that is, medicines, alcohol, tobacco, illicit drugs, steroids, and inhalants)
- continuum of ATOD use
- reasons for ATOD use or non-use
- risk factors and risk-reduction/protections strategies for ATOD-related problems
- family effects of ATOD abuse and dependency
- sources of help for ATOD abuse and dependency

Personal ATOD Competencies (that is, the knowledge/skills needed to asses oneself in relation to ATOD):

- self-concept development
- decision making and goal setting
- risk assessment
- problem solving and stress management

Interpersonal ATOD Competencies (that is, social knowledge/skills and ability to apply them in ATOD-related situations):

- communication skills
- assertiveness and refusal skills
- conflict-resolution and management skills
- relationship skills
- social influences pertaining to family and peers
- knowledge of ATOD regulations (that is, the rules, laws, and codes), consequences, and enforcement systems

Social Systems ATOD Competencies (that is the knowledge/skills needed to assess the influence of broader social systems on ATOD-related decisions):

- consumer awareness and media influence
- health-care and health-support systems
- regulatory and public policy systems
- social system influences of group identification (that is, culture, gender, and age).

Using ATOD as a point of departure, Black River Falls has expanded its health and wellness curriculum and activities to include other issues such as HIV/AIDS/STDs, resiliency and asset development, violence reduction and safety

instruction, social skills development, nutrition, and development of a healthy lifestyle. Prevention programming is integrated into health, guidance, and human growth and development courses. At the high school level, curriculums in health, family and consumer education, driver's education, social studies, and agriculture include prevention and resiliency information. Peer education and community programs such as DARE and the Black River Memorial Hospital Auxiliary are a significant part of the curriculum and will be discussed in upcoming sections on Student Programs and Family and Community Connections.

The elementary schools have implemented "character education." Each month the schools select a key word such as "trustworthy," "respect," or "responsibility" and incorporate it into the curriculum and outside of the classroom through discussions and activities. The district received a grant from a local foundation to print the words and their definitions on banners that hang outside the schools.

In addition, the district has heightened the importance of prevention health program goals by integrating them into the school's strategic plan. "For prevention and wellness education to succeed, it needs to be integrated into the K-12 curriculum," Marecek said.

Pupil Services

The district employs five full-time guidance counselors (two at the high school, 1.5 at the middle school, and 1.5 at the two elementary schools) as well as a full-time psychologist and school nurse. The district's K-12 counselors and school nurse meet monthly to share information and jointly plan prevention/wellness initiatives. Members of this group plan special schoolwide activities to promote wellness, help teachers schedule related activities, initiate and support parent involvement activities, and assist with providing speakers for classrooms or assemblies that promote prevention/wellness.

Guidance department staff are represented and active on many district and community committees and coalitions. These include district strategic planning, family involvement, building level, curriculum, human growth and development, and cultural diversity committees. At the community level, they are involved in the prevention/wellness coalition, Together for Jackson County Kids, and Family Preservation and Support. Through involvement with many groups working on youth issues, pupil services staff believe they can help achieve the Framework goal of fostering healthy, resilient, and successful learners.

Student Programs

The district has demonstrated a strong commitment to an environment that inspires active student participation and involvement in programs that promote health and wellness. Excellence in Black River Falls' student programs was recently recognized by the DPI.

About 60 academic, athletic, and music extracurricular activities are offered in grades six through 12, and student councils are active at both the middle and high school levels. The overall rate for student participation was 85 percent when last measured in 1995-96. These extracurricular activities play an important role in prevention in that students are offered opportunities to form ties with adults working with the groups, to gain insight into their personal assets and abilities, and to develop their role as participating community members.

Red Ribbon Week, Wellness Day, Hospital Auxiliary programs, youth mini-grant projects, and peer educator programs add dimension to the wellness curriculum. The Red Ribbon Week features prevention/wellness activities in classrooms and buildings; Hospital Auxiliary prevention programs are presented in classrooms, and students wear ribbons and bracelets with drug-free messages. In the community, Together for Jackson County Kids distributes red ribbons, and the weekly newspaper provides generous coverage.

Other currently active student programs are briefly described below.

Peer Educators

The Peer Educator program, also recognized by the DPI as exemplary, has been active for the past 15 years. The program has grown from 13 students to about 100, with many of its activities supported by DPI Student Mini-Grants. Trained high school students participate as peer educators in the elementary schools. Peer Refusal Skills, Anti-Smoking, Conflict Management, Magic Potion Play, and Happy Hill Farm are popular Peer Educator programs. High school students bring elementary pupils anti-drug messages through role-playing, demonstrations, plays, and puppet

shows. Peer Educators also present HIV/AIDS information as a part of Teen AIDS Peer Prevention to BRF Middle School students. During Spirit Day, a relatively new youth program, trained high school cheerleaders and dance team members help students in grades 1-3 develop self-esteem.

Student Assistance Program

The Student Assistance Program (SAP) aims to provide assistance services to students for alcohol, tobacco, and other drug-related problems with which they or a family member might be involved. Both academically and socially, these students are at a disadvantage. The Black River Falls School District recognizes that such problems do plague students and that, as a community of responsible educators and support staff, it must do what it can to help young people with problems that could impede their success in school. The SAP offers small support groups for students who want to stay clean and sober or for students who are affected by a loved one's alcoholism or other drug addiction. Trained members facilitate these small groups. (See the subsequent section on Adult Programs for more detail on this training.)

All schools have one SAP contact person who is aided by a small stipend from Safe and Drug Free Schools and Communities Act funds. Schools, like students, have unique situations and leaders. CORE groups, as they are called, are active in all elementary schools and vary from many sessions each year in a very small school, coordinated by a trained secretary, to twice yearly sets of sessions to noon-hour chat sessions. In 1995, middle school support groups were active, and high school groups appeared to be diminishing. By 1997-98 both middle school and high school programs were struggling, and the high school saw a great need to re-energize. Three high school staff members and the school district nurse attended the National Student Assistance Conference in March 1998 and returned with renewed enthusiasm for re-establishing the SAP at the middle and high school levels. Thus, the focus of the district's 1998-99 State AOD Program Grant is to strengthen health promotion, positive youth development, and prevention of risky behaviors among students at the middle and high school levels. This will be done through a revitalized Student Assistance Program concentrating on prevention and intervention.

Adult Programs

Black River Falls provides a variety of learning opportunities for staff and other adults as it supports students in becoming healthy and resilient. Some examples of prevention and wellness-related activities are listed below.

Staff Development

- Family involvement inservice organized, funded jointly by ATOD and Title I
- Conflict mediation training organized, funded jointly with Cooperative Educational Service Agency (CESA) 4
- Student Assistance Programs School and Community Inservice held, funded jointly with CESA 4 and Project Validation
- Love and Logic, a monthly late-start inservice held for teachers
- Stress Management, a college credit course, made available to staff.

Student Assistance Program Training

Core Training: A total of 68 teachers as well as other staff and community people have received Core training by nationally known trainers, Gary Anderson and Orville Dean. Core training instructs participants about alcohol and other drugs and their physical, mental, and psychological effects on people. The training also describes ways that students' use of ATOD or use by others close to them can affect their learning and progress in school. This training was made possible by joint funding with CESA 4 Project Validation.

Facilitator Training: This training for teachers, other staff, and community people equips participants with the knowledge and skills to organize and facilitate short-term student support groups for young people whose social and emotional needs are interfering with their ability to be resilient and successful learners.

Parent to Parent Network

The Parent to Parent Network, jointly facilitated by parents and school staff, meets monthly to listen to local speakers on topics of special interest (for example, adolescent depression) and to discuss common concerns. The network distributes a list of local "Safe Homes" and was instrumental in obtaining a Police Liaison Officer for the district. The Parent to Parent Network is plan-

ning a Teen Parenting Fair in late 1998. Eight parents recently attended the national "Parenthood in America Conference."

Family and Community Connections

Staff report that family and community connections are an area of strength for the district. As each component of the Framework was developed through competitive State AOD Program Grants and Federal Safe and Drug Free Schools and Communities Act entitlements, the district involved community residents including parents. Through the grants, the district has encouraged and funded community and parent participation in parent training, CORE and facilitator training, and all other prevention training. A brief summary of the Jackson County Partnership Council (which serves as the district's ATOD advisory council), parenting programs, and the districts collaboration with other community groups follows.

Together for Jackson County Kids

This countywide partnership council has met regularly since 1988 to promote, coordinate, and share alcohol and other drug prevention programming and resources. Together for Jackson County Kids includes interested parents and other individuals, churches, and the school districts of Black River Falls, Blair-Taylor, Melrose-Mindoro, and Alma Center-Humbird-Merrillan. Other members include representatives from the sheriff's department, city police department, human services department, CESA 4, Ho Chunk Nation, University Extension-Jackson County, and local outpatient clinic providers.

Prior to 1994, Black River Falls had a Safe and Drug Free School advisory committee that met several times each year. The same district staff and others were attending meetings of both the advisory committee and county partnership, discussing the same issues. In 1994, it became apparent that it would be more efficient to use the countywide partnership council as an advisory group, which is the current arrangement.

Parenting Programs

The Parenting Program in Black River Falls evolved from needs expressed by the community, including parents, the school board, and Together For Jackson County Kids. The need was first identified several years ago when the district used the DPI Comprehensive ATOD Checklist to evaluate its programs. The goal of the Parenting Program is to help children by strengthening families. Interactive video parenting sessions, a parenting library, and a Parent-to-Parent Network were chosen as ways to reach that goal. Some highlights of the program are delineated chronologically below:

1991: "Active Parenting" was chosen for the interactive video sessions. The program focuses on instilling courage and self-esteem in children, developing responsibility, and gaining cooperation through effective parent-child communication. The teen program also addresses the challenge of alcohol and other drugs as well as teen sexuality. More than 70 people from the school and community were trained in "Active Parenting Basic" or "Active Parenting of Teens." Many of those trained were willing to conduct the six-session parenting groups. Others were knowledgeable about the program and willing to promote it. These trained facilitators conducted between four and eight "Active Parenting" groups yearly until 1994.

1992: parent volunteers initiated a parenting shelf at the public library. Grant funds since that time have expanded the shelf to include more than 100 books on permanent loan for use by parents, teachers, and community. Lists of these books are distributed at all parenting classes, at parent/teacher conferences, and to local mental health providers. Parenting pamphlet centers, funded jointly by the district and grants, have been set up in all elementary schools.

1994-95: parenting groups went through a transition. A refresher course for "Active Parenting" was held; at the same time, the school psychologist, who had recently taken training in the "Love and Logic" parenting program, presented this information. The group attending the training decided to offer both programs to parents. After a year, all Parenting Programs followed the "Love and Logic" format even as "Active Parenting" for 1-4 year olds was added.

Staff persons who work with Parenting Programs are also a part of the district's Family/School Involvement Strategic Plan Committee designed to help ensure collaboration and communication with other district programs.

Other Community Connections

Ho Chunk Nation: The Ho Chunk Nation is an active partner with the Black River Falls district. Ho Chunk family-services providers participated in the parenting program, first to learn about the parent-training approach and then to adapt it to traditional Ho Chunk child rearing practices. As adapted, the program builds on Native American values and experiences of parenting. Furthermore, the district has discovered that parenting programs for Ho Chunk parents are more successful when conducted in the Ho Chunk community called "The Mission." Plans are being made to conduct a "Love and Logic" group and to prepare a Ho Chunk mental health worker to present "Active Parenting" for 1-4 year olds.

Expanding Relationships Group: A parent already involved in the district parent education program enlisted other parents to help with the ATOD program. This group inspired the school district's grant project, "Expanding Relationships." The Expanding Relationships group prepared a locally developed video/discussion program exploring ideas to combat alcohol and drug abuse among community youth. It featured local youth and adults talking about risk and protective factors in Jackson County. Named a DPI exemplary program, it involved numerous parent and community volunteers in a variety of roles, including videotaping, editing, marketing, scheduling, and presenting to school and community groups. The video was presented to 34 groups (over 800 people) and was followed by discussion of the question, "How can you in your daily life or as part of organizations or workplaces help to decrease youth alcohol and drug use and promote healthy lifestyles for all?" The video is still used in a program for parents of young people who are before the courts for underage use of alcohol.

DARE: Since 1990, the Jackson County Sheriff's Department has presented the Drug Abuse Resistance Education (DARE) program to second, fourth, fifth and seventh graders in all Jackson County schools. The program is highly regarded in the county and is jointly funded by the county and DPI grants, with various schools serving as fiscal agents. A DARE-trained uniformed law enforcement officer presents lessons in which topics such as how to say "no" to peers, building self-esteem, assertiveness, social influences involved in the use of drugs, and positive alternatives to drug use are covered. The Black River Falls elementary guidance program integrates DARE objectives with guidance curriculum objectives.

Black River Memorial Hospital Auxiliary Programs: For the past 15 years, the Black River Memorial Hospital Auxiliary has trained high school students to present anti-smoking programs to fourth graders. Auxiliary members also present a poison prevention program and a grade four anti-drug puppet presentation called "The Truly Me Club." Finally, the Auxiliary has been a partner for the past 12 years in "On My Own," a program to teach third graders responsibility and protective self-help skills for use during short periods of time when they are left to care for themselves. This program also has a parent component.

Future Directions

In the future, the Black River Falls School District will align itself with the five themes developed at the Summit on the State of Prevention in Wisconsin in February 1998.

Youth Empowerment: Youth must be provided with opportunities to lead. They must be provided with skills to influence and support their peers. They should be sought out to provide service to their communities and direction on policy and program development. They should be recognized, valued, and involved in an equitable manner.

Funding: The district will provide consistent, long-term financial resources for primary prevention efforts.

Communication and Collaboration: The district must promote and enhance opportunities for networking within and across disciplines and systems working in prevention.

Education: Education for prevention must be a seamless system that provides skills, information, and motivation for all citizens. Education is a lifelong commitment.

Policy: Current and proposed legislation must be consistent with the stated goals of creating safe and healthy children, families, and communities.

From among the five themes, the School District of Black River Falls will focus on youth empowerment, communication and collaboration, and education. For the foreseeable future, the district will work to emphasize the Student Assistance Program at the middle and high school levels through increasing staff training and offering a greater variety of student support groups.

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Brown Deer School District

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The Brown Deer School District, a rural farming area three generations ago, is now an urban village of 12,479 tucked in just north of the City of Milwaukee. Considered part of Milwaukee's "North Shore," the Village of Brown Deer is primarily a middle-income community. It is home to people with a wide range of incomes who live in a variety of housing, mostly small homes, condominiums, and apartments. With its relatively affordable housing, the Village of Brown Deer is a "first step out of the city" for many families.

The Village of Brown Deer is a racially mixed community, with about 25 percent of its population being people of color. This is paralleled in the student population of about 1,750, which includes students enrolled through the Chapter 220 program. About two-thirds of the students of color are African American; slightly less than one-third are Asian American or Pacific Islanders, and a small number are Hispanic.

The Brown Deer School District operates four schools: one four-year high school (about 560 students), one middle school serving grades 5 through 8 (about 550 students), and two elementary schools (Algonquin and Dean) serving prekindergarten through fourth-grade children. Brown Deer students are served by a staff of 135. The district has undergone a major transition in administrative staff, with the district administrator, assistant administrator, curriculum coordinator, and building principals recently hired.

Because it is a small community, the Village of Brown Deer and the School District of Brown Deer are able to work closely together, even combining such services as public nursing. A revitalized community coalition, Brown Deer Prevention Plus: A Community Awareness Coalition, was begun three years ago and is playing an increasingly important role in supporting prevention education in the school and community. This partnership helps to consistently promote positive values for young people.

Implementation Strategies

Staff Leadership

Leadership from school staff, particularly guidance counselors, has played an important role in the district's development of health and prevention programs. For example, the middle school counselor, Bobbi Polacheck, also served as middle school AOD coordinator and, along with other school staff, was instrumental in revitalizing Brown Deer Prevention Plus and obtaining funding to support district and community prevention efforts.

Regional Assistance

District staff have worked closely with Cooperative Educational Service Agency (CESA) 1 in developing its prevention and wellness programs. Staff participate in CESA 1 AOD Coordinators' meetings, where representatives from Brown Deer and other schools meet to obtain materials, share information and effective strategies, and support each other in promoting wellness and prevention. Brown Deer staff have also attended relevant CESA 1 training events.

Funding Support

In addition to utilizing its Safe and Drug Free Schools and Communities Act entitlements, the district successfully competed for a State AOD Program Grant for 1996-98. It received a total of $32,000 over a two-year period to gather, analyze, and disseminate a survey on students' high-risk behaviors and to use the resulting data to assess and plan programs, provide staff training and student leadership training, and to support the community coalition and parent education.

Healthy School Environment

Over the past several years, district staff have studied Quality School concepts and Effective Schools correlates. The following correlates have become an important aspect of establishing healthy school environments. They include the following:

- commonly understood school purpose and goals
- schoolwide emphasis on instruction
- warm, responsive teachers with high expectations
- frequent monitoring of student progress
- strong instructional leadership

The district initiated site-based management teams in each school to fulfill the district mission of educating all students to high levels of academic performance while fostering growth in physical fitness, life skills, and positive social behaviors and attitudes. The new administration initiated a strategic plan with active committees that focus on five areas: discipline, world class standards, staff development, "Success for All" communication, and buildings and grounds. Students and community residents are members of these planning committees.

Because the school community itself is small, a "personal approach" to students and their families prevails, and district staff express pride in this approach. The middle school guidance counselor describes a "caring and concern of the day-to-day culture" in the schools that is not always adequately reflected in written policies. For example, she describes how the district recently developed a written "Crisis Plan" that was "mostly a matter of putting down on paper what was already done." Teachers and other staff are available after school hours, welcome parents, and communicate frequently with them via newsletters and personal conferences. In addition, each school has a handbook outlining expectations and rules that will foster a safe and nurturing environment for all students.

The district makes special-needs populations a priority, as demonstrated by its "Success for All" committee of concerned parents, teachers, and staff. The Brown Deer schools also provide opportunities for students of diverse abilities to work with and learn from each other through peer mentoring and tutoring.

Overall, staff members in the Brown Deer School District pride themselves on their personal approach to students and their families. Precisely because the district is small, parents and teachers quickly get to know one another. School staff encourage parents to visit with teachers and communicate frequently with them, an approach enhanced by a new telecommunication system that provides teachers with telephones in each classroom, voice mail, and e-mail.

Curriculum, Instruction, and Assessment

The Brown Deer School District is in the early stages of systematically developing its K-12 health and prevention curriculum. A recent staff survey on what is being taught at various grade levels will assist district staff in further development.

Currently, elementary students (K-4) receive some health instruction on such topics as accident prevention, nutrition, personal health, disease prevention, and AODA from homeroom teachers using a designated health textbook. Developmental guidance lessons on social/emotional issues, problem solving, and protective behaviors are conducted in grades 2-4. Guidance counselors and classroom teachers team on the Second Step Program, an anger management and violence prevention program offered in grades 1-4 on a limited-term basis.

At the middle school level (grades 5-8), a series of developmental guidance lessons on conflict resolution, communication and relationship skills, stereotyping, and appreciating diversity are presented to fifth graders by the guidance counselor. The Drug Abuse Resistance Education (DARE) program on ATODA prevention is presented in the fifth grade, and human growth and development instruction is conducted jointly by the physical education teacher and school nurses in the fifth and sixth grades. The Lion's Quest (Skills for Adolescence) Program, which

encompasses social/emotional health, decision making, AOD issues, and community service, is required in the sixth through eighth grades. The sessions, facilitated by both a classroom teacher and a subject matter specialist, provide opportunities for students to interact in smaller groups and increase their level of comfort and familiarity with school staff. Quest Program materials and teacher training are fully funded by the Brown Deer Lions.

At the high school level, a required ninth-grade health class focuses on prevention and ATODA issues. Some elective courses, including biology, family and consumer education, and a class on relationship skills, provide additional coverage of health and prevention issues.

Pupil Services

The Brown Deer School District employs one full-time psychologist, five guidance counselors, and two intern counselors who provide service to the four school buildings. The Village of Brown Deer provides nursing services, with a nurse available in the schools three mornings a week. Nursing staff assist with facilitating Student Assistance Program groups, conduct a variety of screenings and home visits, teach a course on babysitting, and provide services to support district staff health and wellness.

Although the district guidance counselors meet semi-regularly, district Pupil Services staff do not meet regularly. Instead, each building has a team, including Pupil Services staff, which meets weekly to perform what are traditionally Pupil Services activities, including discussing concerns related to individuals or groups. At the elementary and middle school levels, they are called Building Consultation Teams (BCT); at the high school, it is called the Student Services Team. Guidance counselors provide leadership for the elementary and middle school teams, while an assistant principal (formerly a counselor) provides leadership at the high school.

Individuals or groups of students are referred to building teams for a variety of academic, health, social, or emotional issues. The team facilitator invites other school staff, as appropriate, to attend the meeting. This may include teaching staff, the principal, a case manager, speech pathologist, or school nurse. Thus, staff working as team members vary at times depending on the student's grade level and need. The team discusses and defines the problem and develops an action plan to address it. The plan may include recommendations for schedule changes, alternative teaching strategies, parent conferences, referrals within the school district for special programming, or referrals to community resources.

Student Programs

The Brown Deer School District offers a comprehensive array of student activities. This includes a full range of Wisconsin Interscholastic Athletic Association-approved athletic opportunities for male and female students (soccer, cross country, football, swimming, basketball, cheerleading, and so forth). Co-curricular activities include, among others, debate, forensics, DECA, Science Olympiad, foreign language clubs, National Honor Society, and math and computer teams.

At the middle school, club activities are offered twice weekly at study times during the last three-quarters of the school year. Interested staff members facilitate the club activities, and students are scheduled into areas of interest on a space-available basis. Activities have included chess, holiday projects, computers and software, card games, stock market, aerobic dancing, first aid, quilting, volleyball, weightlifting, and aerobic dancing.

Student Assistance Program

Brown Deer has a very active Student Assistance Program (SAP) in grades K-12. Although the program began with a focus on ATOD, it has broadened to include support for many of the social and emotional issues that affect youth and inhibit academic growth. SAP facilitators represent administration as well as health education and other teaching staff. Compensatory time is provided for teachers who facilitate student groups.

At the beginning of the school year, guidance counselors inform all students in kindergarten through eighth grade about the availability of SAP groups and wellness model programs. Middle and high school students also receive fliers throughout the year describing these programs. Students may sign up voluntarily or be referred by school staff or parents to these groups at any time during the year.

SAP groups include the following:

Friendship: Friendship groups focus on building healthy relationship skills among elementary and middle school students. Youth who choose to par-

ticipate in this group may feel they have difficulty making friends or may often find themselves in disagreements with others. Youth who simply want to get along better with others and/or want to build additional friendship skills may also choose to join the group.

Concerned Others: The Concerned Others group is a support group for youth who are concerned about a family member or loved one who abuses drugs or alcohol. Groups are confidential and are available across all grade levels. Students have the opportunity to share their experiences and fears, to learn coping skills, and to find healthy ways to take care of themselves. This group provides a safety net for youth who are affected by someone else's drug or alcohol abuse and aids them in building resiliency.

Grief and Loss: These support groups are held for students experiencing loss in their lives. Several groups serve youth from the first through the twelfth grade to meet the needs and cognitive abilities of students. A loss is self-defined and may include, for example, the death of a loved one; the divorce of parents; or, for a teen, the break-up of a relationship.

Stress: This group, which is available to students in grades 7-12, provides education and practice in taking care of oneself when under stress. Stress reducing techniques, such as deep breathing, are taught.

Insight: Any student who is concerned about personal use of substances may choose to join this group as a means of "going straight" with the support of peers.

Relationship Awareness: The relationship awareness group is for students in grades 7-12. Focused on the developmental and social needs of older students, it provides an environment where students can learn new social skills or refine those they already have. This group provides an opportunity for students to learn about healthy relationships and how to build them. Students also have the opportunity to explore what they want from their relationships with friends, family, and peers.

Eating Disorders: This group is offered at the high school level for youth who find their behavior is controlled by their eating habits. Students gain support from peers in learning healthy behaviors and overcoming compulsions.

Pregnancy Support: This support group is for students who are pregnant. Teens attending this group learn critical life skills about child development and care, appropriate decision making, and parenting.

Leadership Programs

Kids Helping Kids: The program began eight years ago to ease fifth graders' transition to middle school and currently involves 30-35 eighth graders acting as natural leaders in providing mentors and information to fifth graders. Overall, the program provides service learning within the context of school as community. The program has two other major objectives: to improve the climate at the middle school and to provide leadership training and opportunities for eighth graders. Projects include sharing a breakfast with new students, dispensing locker signs, and conducting a tour for new students on the first day of school; tutoring students in grades 2-4; reading stories into tapes for visually impaired students; and planning and implementing Red Ribbon Week activities.

Student Council: These councils operate at both the middle and high schools. The groups make suggestions regarding school rules and policy, promote good school citizenship and school spirit, and sponsor social and philanthropic activities.

Adult Programs

Student Assistance Program (SAP) Staff Training

Tremendous support exists for staff training around Student Assistance Programs (SAP), with the district willingly providing substitute teachers so educators can participate in this form of staff development. Teachers are equally enthused about participation and staff development in prevention and resiliency areas. While most teachers have received Core Training, the Brown Deer School District continues to move toward the goal of having all district teachers core trained, emphasizing ATODA issues and the impact of ATOD on youth and their families. A high number of staff have participated in facilitator training for SAP. In 1997-98, nine school district staff, a youth liai-

son with the Village of Brown Deer police department, and two village nurses were trained. The district's Safe and Drug Free Schools and Communities Act entitlement covered the cost of their training.

Employee Assistance Program

Referral and support service are provided for employees in the areas of marital counseling, financial management, chemical dependency, and other personal concerns.

Parent Programs

The district provides a variety of educational programs for parents, including guest speakers on such topics as parent/child communication, developmental concerns, and AOD issues. The district psychologist and guidance staff also conducted a series of parenting programs based on the Johnson Institute's *Parenting for Prevention* (1997). Parents signed up for one or more of the sessions, which covered such topics as limit setting and communication skills. An additional copy of the videotapes used in the sessions was available at school and at the Village Library for parents to check out and view at home. Parent participation in these sessions greatly exceeded staff expectations. Finally, State AOD Program Grant funding enabled the district to purchase parent information materials and establish parent resource centers in the schools.

Family and Community Connections

Brown Deer's Student Assistance Programs were begun about 15 years ago by a group of concerned community members working with school staff. While the district's programs continued and grew, the community component dissolved over time. In 1995, the district's Student Assistance Program coordinators invited community members to join them in a renewed effort to combine resources and focus on fostering healthy youth. Thus, Brown Deer Prevention Plus: A Community Awareness Coalition was begun. Prevention Plus members included school staff, the local police chief, the Village Public Health Department director, a school board member, three parents, and a local clergyman. The committee has grown to about 15 members, with designated seats to ensure representation from various sectors of the Brown Deer community.

In 1996, the middle school guidance counselor wrote a State AOD Program Grant that provided Brown Deer Prevention Plus with funding for their action plan. The grant funded training for the committee in team planning, community outreach, and current issues relative to youth; for staff on ATOD issues and prevention; and for students on peer mediation. It also funded development, administration, and analysis of a survey of youth risk behaviors in grades 7-12. Results of the survey have been presented to the committee, school administrators, the school board, and the public via newspaper articles and parent bulletins from the school. These results will guide future Prevention Plus planning and district curriculum development. Finally, the grant helped provide some of the parent support and education described in the previous section.

Future Directions

The Brown Deer School District goals are to gain information about community needs, evaluate present programs and activities, and plan for future prevention projects. Because the district is such an integral part of the Village of Brown Deer, it sees community education as a natural outgrowth of their relationship. Consequently, the school district and village are eager to develop an action plan for community education. As the two move toward a structure offering enriched learning opportunities, the district expects to remain stable in its current programming. To ensure that the quality of education and community involvement continue to meet the expectations and needs of students and community members, the district will continue to evaluate prevention programs in the village and schools.

The School District of Brown Deer is seeking creative funding for additional programming and education. In addition, it is working cooperatively with the village to coordinate funding efforts and find innovative ways to provide improved youth programming and community education. An example is that the Village of Brown Deer is funding a full-time Police Liaison position. That person will be housed in the schools and be accessible to staff and students.

5

Eau Claire Area School District

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Eau Claire, a community of over 58,000 people, is located in the rolling hills and Chippewa River valleys of west-central Wisconsin. Eau Claire was a booming logging town during the mid-to-late 19th century. As the logging industry declined, a more diverse economy arose, making Eau Claire today the home of some the country's most sophisticated and technologically advanced manufacturing.

The Eau Claire Area School District has a student population of about 11,500, of which nine percent are Asian American (with the majority Hmong). African American, Hispanic, and Native American students each comprise three percent of the school population. This diverse population also has 27 percent of students qualifying for free or reduced-price lunches.

Eau Claire is the largest school district in northwest Wisconsin. It has two high schools, three middle schools, 16 elementary schools, and one charter school with 981 licensed instructional staff. The district has moved toward site-based management, with each building encouraged to design a 3-5 year site plan based on long-term district goals. The development of site plans at most district buildings has provided an opportunity to increase understanding of health and prevention issues and to develop strategies for addressing them at both the building and district levels. Building administrators and/or site committee chairpersons and the district Health Education and AOD Prevention coordinator work together to guide these collaborative efforts.

Implementation Strategies

The Framework as Organizational "Sense-Maker"

The district has a long-term commitment to health and prevention programs. When current Health Education and AOD Prevention Coordinator Sharon Gilles joined the district staff in 1994, she entered a well-established program that was already moving in a comprehensive direction. She was familiar with the Wisconsin Framework for CSHP, developed during her six-year tenure on the State Superintendent's Advisory Council on Alcohol and Other Drugs. Therefore, she was able to systematically utilize the Framework as an organizational "sense-maker" in three major ways by:

- providing a basis for understanding the current status of the district's health programs and identifying gaps and overlaps;
- helping other staff understand the meaning and potential scope of comprehensive school health programs and connect their efforts to this bigger picture; and
- providing direction for future efforts.

Specifically, as the Health Education and AOD Prevention Coordinator was becoming familiar with district programs, she used the Framework as an organizational tool, categorizing programs mentally and visually by components. She asked for further information and clarification from other staff, using the same visual and adding or moving "post-it" notes representing various programs in each component. Thus, she (and staff with whom she consulted) gained greater understanding of both the "big picture" and connections among individual programs.

Next, she used a visual of the Framework with various staff teams (for example, middle and high school staff responsible for teaching health courses or building teams), asking them to consider how their work fit into the Framework and to identify gaps and overlaps among programs. Finally, when preparing grant applications she used the Framework as a visual to help her keep this version of the district's "big picture" in mind.

The Health Education and AOD Prevention coordinator notes that the Framework itself seemed to be a credible and useful tool for other district staff, in part because it was a statewide Department of Public Instruction initiative. Furthermore, the Framework validated what the district was already doing—taking a comprehensive approach to health education and prevention.

Grant Support

Programs in all components of the Framework are supported in part by combined funding from federal Safe and Drug Free Schools and Communities Act entitlements and competitive grants. The district submits a consolidated Improving America's Schools Act (IASA) plan in which funds from various federal programs (Titles I, II, IV, and VI) are combined into one overall district plan of action.

The Health Education and AOD Prevention coordinator has actively participated in this process, again using the Framework with other staff as an organizational "sense-maker." Along with the director of auxiliary programs and the executive director of instructional services, she has shared principal responsibility for writing the consolidated IASA plan. She believes that the process of IASA planning has strengthened connections and increased awareness across programs as well as enhancing the ability of district staff to work collaboratively. The planning process has gone from one of information sharing to actual collaborating.

In addition, competitive grants have provided substantial funding for district health education and prevention programs, including the following: federal Safe and Drug Free Schools and Communities Act High Need Grants, State AOD Program Grants, Alcohol and Traffic Safety Grants, DARE Grants, and DPI Student Mini-Grants. As previously mentioned, grant applications are written with the Framework serving as an organizational tool.

Site-Based Management

Site-based management has been a critical tool for articulating the Framework and incorporating health education and prevention issues into the district's planning and budget process. Each component of the Framework may take on a particular character, depending on how it is implemented at a particular site. Site-based plans become instrumental in the IASA planning process, providing an important vehicle to link the Framework as well as health education and prevention issues into the development of wider district initiatives (such as curriculum integration, critical thinking, authentic assessment, and action research as a form of staff development). In retrospect, the Health Education and AOD Prevention coordinator believes that the district's initiation of site-based management at approximately the same time as implementation of the Framework has been beneficial.

Input from the Community

Community input into the health and prevention curriculum and related programs is provided by a 20-member School-Community Advisory Council, which meets 3-4 times a year. Members include representatives from:

- each building level (elementary, middle, and secondary),
- administrators
- school nurses
- Department of Health and Family Services
- Eau Claire Coalition for Youth
- Healthy Communities 2000
- PTA
- law enforcement
- clergy
- service providers
- parents
- YMCA
- Big Brothers/Big Sisters
- the district school-age parent coordinator

The council represents strong links to the wider community, and its work is integrated with continued development of site-based plans. In addition, this districtwide school health committee addresses policy and administrative practice issues that affect all schools.

Two overall district priorities for health and prevention programs have emerged from this interaction of organizational structure, implementation strategies, district and building staff input, and community involvement:

- integrating the health and prevention curriculum throughout the district's academic programming, and
- strengthening school-community connections.

These priorities are visible throughout the following descriptions of the district's efforts in each of the Framework components.

Healthy School Environment

Each building is striving to foster a healthy school environment in which *all* students can be healthy, successful, and resilient learners by working toward a climate in which differences are respected. For example, one site plan states: "We will create a plan to ensure an environment of respect and understanding of the diverse population." These goals go beyond a specific program or classroom to encourage involvement from everyone who has any connection with the school.

The district and wider community worked together to identify and further clarify the meaning of community core values (honesty, respect, responsibility, compassion, courage, and justice). Several buildings have integrated these core values into their site plans and/or goals, and some community organizations are developing strategies for integrating them into their workplaces and programs.

Cultural Competence

In the past several years, the Eau Claire Area School District has made a concerted effort to constructively address challenges associated with the influx of Hmong and Cambodian families to the Chippewa Valley area. It is striving to embrace cultural competence as an essential skill for all school staff. Cultural competence includes both an appreciation of multiple forms of difference (such as gender, race, ethnicity, physical/mental ability, and sexual orientation) and efforts to address diversity issues across both the formal and informal school curriculum.

Action Research

One example of an effort to foster a healthy school environment is occurring at an elementary school in which staff members are participating in a three-year action research process. This statewide initiative, organized and funded by the Wisconsin Department of Public Instruction, works with school teams to improve health and safety curriculum, instruction, and assessment. An interdisciplinary building-based team (consisting of the principal, classroom teachers, an ESL teacher, bilingual teacher assistant, guidance counselor, and the district Health Education and AOD Prevention coordinator) is exploring the following question, What are effective strategies for increasing students' tolerance of and appreciation for differences to foster a healthy and safe school environment? The district will use the process and outcomes of this effort by

- providing further direction to the overall move toward action research as a form of staff development and
- providing ideas to other sites for strategies to improve attitudes and behaviors across differences.

Conflict Resolution

Conflict resolution is another districtwide initiative fostering a healthy school environment. District staff researched conflict resolution approaches to identify one that provides a balanced focus for adults and students. Ellen Raiders' *Conflict Resolution through Collaborative Negotiation* model (1992) also complements the critical reflective approach to which the Eau Claire district aspires. To date, 125 teachers and support staff from 17 buildings as well as district administrators have participated in the two-day training, and four people are being prepared as trainers. (See a related focus on peer mediation in the section on Student Programs.)

Policies and Procedures

Finally, two district documents provide detailed, up-to-date information on policies and procedures that address health and safety issues. The *Parent/Student Handbook* is mailed to every family at the beginning of each school year. The district's crisis plan is distributed to building administrators, and all-staff inservices provide additional information.

Curriculum, Instruction, and Assessment

The Eau Claire Area School District completed a school evaluation consortium process in the spring of 1994. One recommendation from that evaluation was to integrate the health and wellness curriculum throughout other academic programs. The district began implementing this recommendation by focusing first at the elemen-

tary level, using National Health Standards as outcomes. Staff then explored what was needed for children to achieve these outcomes and developed target questions for each grade level and standard. Next, they examined all curricular areas to determine whether or how these questions might be addressed and what might be done to support health education in each academic area. This led to the development of the current resource-based, integrated pre-K to grade 5 curriculum. Areas of integration include art, music, social studies, reading, language arts, mathematics, science, developmental guidance, and physical education.

Classroom teachers report a high degree of satisfaction with this approach. Because it does not create a separate program requiring additional planning and implementation time, teachers say they can accomplish several objectives simultaneously. For instance, the health curriculum is infused into the reading of literature. Teachers can achieve reading goals while accomplishing health and wellness goals.

Health education is required at grades 6-9; one quarter is required in grades 6 and 7 and one semester in grade 9. Health is offered as an elective in grade 8. Curricular topics include nonuse of alcohol, tobacco, and other drugs; healthy lifestyles (that is, exercise and nutrition); sexuality education (which includes HIV/STD and pregnancy prevention); and violence and injury prevention. Several other content areas—social studies, science, family and consumer education, and driver's education—also incorporate these concepts. Because critical thinking is emphasized and integrated across all K-12 curricular areas, students are provided many opportunities to learn about various health and wellness-related topics and issues from multiple perspectives and to develop skills in making reasoned decisions. Health education provided by peers is another significant part of the district's curriculum (see the Student Programs section).

The Eau Claire Area School Board is highly supportive of this curriculum. Indeed, the board recently invited the Health Education and AOD Prevention coordinator to address a delegation of Japanese educators about the program. The district also received the 1998 Exemplary School Health Instruction Award from the Wisconsin Partners for Health Literacy.

Pupil Services

The Eau Claire Area School District understands the value of and is committed to providing adequate funding for pupil services. The Pupil Services Teams in each of the Eau Claire schools include a psychologist, school social worker, counselor, school nurse, and administrator. The nine psychologists, four social workers, and 13 school nurses are shared by all schools; 14 elementary counselors serve 16 elementary schools, nine middle school counselors serve the three middle schools, and 10 high school counselors serve the two high schools. Teams meet weekly and design intervention strategies and prevention plans.

Pupil services staff are also involved in curriculum development and delivery. School guidance counselors implement the developmental guidance curriculum and a newly developed series of 16 lessons utilizing puppets to help children learn about problem solving (personal and social), school work skills, feelings, family changes and issues, self-esteem, and group skills. The owl, deer, otter, and porcupine puppets each have personality traits that are used during the lesson to support the major concept. Guidance counselors as well as teachers at most schools work extensively with a number of student programs.

Student Programs

Because of the district's commitment to site-based management, schools are able to offer programs that best meet their students' needs or address their strengths. Although each school is afforded some autonomy in the development of student programs, all staff are expected to be alert to the needs of all learners, to address those needs in a variety of ways, and to recognize that young people can play a significant role in conveying positive health-related messages to peers and younger children. Based on these broad expectations, schools exercise choice about which programs to offer, with ownership and identity developed by each school.

In using the Wisconsin Framework as a means to assess district programs, district staff identified a major gap in the Student Programs component. They found that several programs converged at the fifth-grade level ("the fifth-grade aneurysm"), with other grade levels served less well, particularly at the middle school level. This provided impetus for discussion and sometimes challenging renegotiations of program focus at the building and district levels. Attention continues to be given to providing programs to address a variety of identified needs at the elementary, middle, and high school levels.

Student programs offered in most schools can be broadly categorized as support groups (following a Student Assistance Program model), peer education, leadership, and peer support/ mediation groups.

Support Groups

At the elementary level, guidance counselors provide group opportunities as needed. In grades 6-12, schools offer students small groups (referred to as Change Groups) that focus on specific concerns identified by surveying students and staff, including

- Anger Management
- Coping with Chemical Use/Abuse
- Changing Relationships
- Changing Families
- Self Growth/Self Discovery
- Understanding Differences
- Loss and Grief
- Smoke Enders (high school only)

Specially trained staff facilitate these groups; facilitators make use of a binder containing the content and process for discussing each topic. Grant funds paid for staff time to compile and organize the binders.

Students may self-refer to these groups, or they may be referred by teachers, guidance counselors, administrators, parents, or friends. Co-facilitators are trained to refer group participants to the guidance counselor whenever they become aware of a need that goes beyond what can be addressed by these curriculum-based groups.

Peer Education

CLOWNS (Children Learning Other Ways Naturally): This AOD education program is delivered by high school students who are trained as CLOWNS and then go into K-3 classrooms to discuss AOD-related issues. There are two different presentations, one for K-1 and another for 2-3. The primary goals of the program are (1) to aid in the development and enhancement of attitudes and behaviors through the exploration of alternatives and peer pressure and (2) to provide accurate information concerning AODA. Currently 30 students are trained as CLOWNS, and they present to all K-3 students in a dozen elementary buildings.

Peer Pressure: The classroom component of this program takes 3-7 sessions. The first two days involve instruction about positive and negative peer pressure. Guidance counselors and/or classroom teachers facilitate these activities. High school juniors and seniors are trained to work with fourth graders on the third day of instruction. Groups of eight high school students perform role-plays dealing with peer pressure and then discuss these with the class. After dividing the class into four small groups, two high school students go with each group and conduct discussions with the fourth graders that involve peer-pressure situations (themselves developed by fourth graders) and positive responses. Classroom teachers and/or guidance counselors may then choose to continue the lessons on an as-needed basis. Approximately 70 students are trained for Peer Pressure, and they rotate through all 16 elementary buildings.

DARE Panel: As part of the DARE program, a panel of six high school students talks with fifth graders about adapting to life at the middle school level. They also tell students what activities they are in and then respond to questions. Their responses usually involve examples of how they have been able to stay free of alcohol and other drugs and why they think this is important. Sixty students are trained for the DARE panel, and they too rotate through the 16 elementary schools.

TATU (Talking about Tobacco Use): Seventh and eighth graders receive training on the disadvantages of tobacco use. They then prepare and present an American Cancer Society program to fourth and fifth graders. The focus on middle school presenters is in response to the increase in cigarette smoking reported between grades 6 and 8. Approximately 70 middle school students are working with this program.

Arrive Alive: High School juniors and seniors are trained to teach students in the required ninth-grade health course a three-day unit about the disadvantages of drinking and of drinking and driving. This program operates at both high schools and involves approximately 150 trained students.

MAGIC (Making A Good Intelligent Choice about HIV/AIDS): Tenth- through twelfth-grade students are trained to talk about AIDS/HIV to students in the required ninth-grade health class.

Leadership

Student Council: Many elementary buildings and all secondary buildings have organized student councils that promote leadership and offer students opportunities for meaningful participation in school life. The types of student involvement and activities are determined at each building.

POPS (Power of Positive Students): The POPS premise is that there is a strong correlation between a student's self-concept and academic achievement. POPS focuses on identifying student potential and strengths, encouraging positive actions, and celebrating student success. A reward system is built into the program to encourage positive behaviors among elementary students. Students earn points by engaging in positive actions. As points add up, each student has the opportunity to "purchase" a variety of rewards. These daily positive actions of students add up to create a friendly and positive environment in the school.

CHAMPS (Champs Have and Model Positive Peer Skills): Fifth graders participate in a training that explains CHAMPS and their role as leaders in their building. Following the training, students identify concerns and areas of interest they think should be addressed in their building. Groups of students volunteer to form committees to develop activities and programs in response to these needs. Some students participate in projects that involve AOD instruction with younger children. Others direct playground activities during recess; still others may work on building and grounds beautification projects.

Peer Support / Mediation

Peer Mediation: Peer mediation training is provided for students who then serve as mediators for specified conflicts that occur among their peers. These programs are in place at the middle and high school levels.

Natural Helpers: High school students receive training in listening to peers and helping them resolve their problems. When appropriate, they make referrals (usually to the school counselor) for additional help. Trainings are held in the summer for students who will be in grades 9-12 the following year.

Fellowship for Christian Athletes: Middle and high school athletes meet outside school hours within their building to support one another in making healthy choices for themselves and fellow athletes.

SADD (Students Against Destructive Decisions): Students actively participate in chapters at both high schools, organizing several AOD programs and projects throughout the year. For example, they help secure special speakers and send birthday cards to students on their 16th birthday: "A little piece of advice on your 16th birthday. Please DON'T DRINK AND DRIVE! We wish you a Happy and Safe Birthday! Because We Care!" During Prom week, SADD turned school hallways into streets with billboards reminding students of the dangers of driving while or riding with someone who is under the influence of alcohol or marijuana.

Adult Programs

Staff Development

Staff development opportunities are provided on an ongoing basis around health and wellness-related issues. These are generally in response to a need that has been identified by staff. For example, building site-plans indicate areas of interest and/or need for staff development at each building. When warranted by the number of requests, these opportunities are coordinated districtwide.

More specifically, the district provides staff development opportunities in three major health and prevention areas:

- Student Assistance Program (SAP), Core Training, Co-facilitation, Advanced Co-facilitation; and Rejuvenation;
- Conflict resolution through collaborative negotiation (see the section on Healthy School Environment); and
- Classroom student management using the *Discipline with Love and Logic* program.

In addition, opportunities are provided for staff participation at relevant regional, state, and national conferences such as Research on the Brain and Learning, Resiliency, Teaching Toward a Multi-Cultural Society, Critical Reflection, State Prevention Conference, and the National SAP Conference.

Employee Wellness

The district's Wellness Committee has representatives from each building. Districtwide activities are organized by this group (for example, bone

marrow donors, jazzercise, volleyball, basketball, walking/running/exercising, line dancing). In addition, staff activities are planned at the building level.

Parenting Programs

Parenting programs are usually organized in response to expressed need or issues that come to the attention of the district. For example, the Hmong Mutual Association made a request for adolescent and parent programs designed to address some issues unique to the culture. All parenting programs are based on the idea that all people need support to raise children.

Several parenting education programs are offered throughout the year for parents of K-8 children; these programs range from guest speakers to a series of classes. Parent Resource Centers are located in most buildings. Parents can check out materials from these centers for use at home.

Family nights are hosted by several buildings and include such activities as cooking together, playing board games, and the like. Many buildings also host "signing nights" for parents and students to indicate their commitment to education for the school year. In an attempt to bridge the generation and cultural gap between Hmong youth and parents, the district has hosted several events with speakers.

Family and Community Connections

The Eau Claire Area School District has long been committed to working with area law enforcement; Eau Claire County Human Services; and community-based organizations that have children, youth, and families as their focus of service. The district Health Education and AOD Prevention coordinator is actively involved with several other community groups in addition to facilitating the School-Community Advisory Council, which provides community input into health-related curriculum and other programs.

Eau Claire Coalition for Youth

The Eau Claire Coalition for Youth is an interagency organization that serves to enhance and promote the healthy, comprehensive development of Eau Claire children and youth through collaborative action. The Coalition functions as an advocate, catalyst, and developer for collaborative planning and implementation of comprehensive services and systems benefiting children, youth, and families.

The district Health Education and AOD Prevention coordinator serves on two subcommittees: **The Health and Safety Subcommittee** examines how to provide a continuum of care (initial screening/treatment/after-care) for mental health and AODA services to adolescents in Eau Claire County. The subcommittee is composed of representatives of service and health insurance providers as well as educators.

The Education Subcommittee organizes community forums and workshops on such topics as "Community Values" and "Understanding Hmong Culture" (presentations to help Hmong parents better understand the generation and cultural gaps that they deal with when raising their children). Members of this subcommittee include a representative from the Girl Scouts, Eau Claire County Extension, Hmong Mutual Association, parents, service providers, and educators.

Healthy Communities 2000

Healthy Communities 2000 is Eau Claire's Family Preservation and Support program, the county health-prevention program by the Wisconsin Department of Health and Family Services (DHFS). Members of the task force include law enforcement, United Way and Department of Health and Family Services staff, service providers, health department staff, clergy, and school district staff.

An example of the importance of community connections occurred in the context of this group. An asset assessment of eighth graders in the district (originally planned in cooperation with the Minneapolis-based Search Institute) has been expanded with DHFS funding available through Healthy Communities 2000 to a countywide asset survey at two grade levels. This survey will provide valuable information for curriculum and program development as well as an opportunity for educators, service providers, government officials, and parents to learn more about assets-based education and community development. Another example of a significant collaborative effort is a countywide task force that focuses on reducing alcohol, tobacco, and other drug use by young people to levels below the national average.

Other Community Connections

Chippewa Valley Tobacco Free Coalition: A local group that develops activities and promotional campaigns to reduce and discourage youth

tobacco use, membership includes representatives from law enforcement, the county health department, physicians, the fire department, the American Cancer Society, and educators.

Underage Diversion Program: The district cooperated with Eau Claire law enforcement and judges to develop this program, which has existed since 1994 for young people cited for underage drinking. The program offers the option of undergoing initial assessment and attending classes on alcohol and other drug issues (for a fee) in lieu of the fine. After the assessment, local community agencies provide classes for violators age 17 and under, and Chippewa Valley Technical College provides classes for violators age 18 and over. The University of Wisconsin-Eau Claire provides classes for violators who are UW-Eau Claire students. Members of the program committee who meet on an as-needed basis to evaluate and address problems as they arise include judges, the city attorney, staff from Chippewa Valley Technical College and UW-Eau Claire, service providers, juvenile intake workers, and clerks who work with the court system.

Morning Rotary Club: The Eau Claire Area School District Wellness Committee works with this service organization to raise funds to support the elementary AOD curriculum/program. A "Super Teams" event is held in July when businesses sponsor teams to compete in relay-type competitions. Points are awarded, and all participating organizations get free use of the athletic club for one month. Funding also goes to other community groups (for example Community Table and Habitat for Humanity).

Parent Involvement

District and building administrators are committed to focusing on parent involvement, which includes providing after-school and evening programs on parenting and parenting skills, "compact" signing (parents and children formally agree that the parent will be involved in the child's education all year), and parents learning how to help with reading and other learning experiences that their children take home.

The district's commitment is also apparent through the Parent Resource Centers that exist in some school buildings. Staff have gathered grade level-appropriate materials and made them available for students to take home on a rotating basis. These materials include videos, board games, and pamphlets describing "book-in-a-bag." The idea is to get materials to the parents rather than expecting that parents will come to the materials.

Future Directions

Overall, the district's growing commitment to healthy children, youth, and families is evident in the comprehensive program it has developed by systematically using the Framework as an organizational tool. This program development will continue, with an emphasis on connecting with parents and the wider community, ongoing assessment of programs, and efforts to promote school environments in which *all* students can be healthy, resilient, and successful learners.

Continuing Community Connections

The district will continue to strengthen its connections with the community. A particular priority will be the countywide collaborative efforts with Healthy Communities 2000 to implement the upcoming assets assessment, which will be used to develop further programming. The School-Community Advisory Council will continue to provide input for the district's comprehensive school health programs. The work of this council will integrate well with the continued program development occurring at each building in the context of the site-based management process.

Ongoing Self-Assessment

The Framework self-assessment instruments available from DPI will be used at the building level to identify to what extent each component is being addressed. These self-assessments will become part of the ongoing districtwide IASA planning and assessment process.

Conflict Resolution

This initiative to foster healthy school environments will continue to be a priority, with staff already prepared as trainers conducting additional training. The first desired outcome is that staff across the district will become role models for dealing constructively with conflict. The district also intends to develop opportunities for parents to increase their understanding and skill level related to conflict resolution. Finally, conflict resolution will be integrated into the classroom curriculum.

6

Grand Avenue Middle School

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Grand Avenue Middle School is part of Milwaukee Public Schools (MPS), the state's largest school district. Downtown Milwaukee is visible from the school, which is set among businesses and homes in the older Avenues West neighborhood, just off Interstate 94. This tidy, modern school was created in the old Milwaukee County Emergency Hospital building. The hospital's original lobby area, with its arched windows and beautiful woodwork, is a distinctive reminder of the school building's hospital origins.

Grand Avenue Middle School opened in the fall of 1991, serving 680 students in grades six through eight. In 1995, a high school component was added with 50 ninth graders. The high school now serves about 200 ninth through twelfth graders. The student population is a culturally and economically diverse group from all areas of the city. Students in Grand Avenue come from more than 70 elementary schools. Eighty-five percent of them come to school on a yellow bus, and 15 percent live in the walk zone. About 54 percent of students are African American, 22 percent are Hispanic, 17 percent are white, 5 percent are Asian American, and less than 1 percent are Native American. About 69 percent of the middle school population qualify for free lunch, and about nine percent are eligible for reduced price lunch. An estimated 30 percent of the school's teachers are people of color.

According to the school's Mission Statement and Program Description, Grand Avenue serves the most diverse student population of the 21 MPS middle schools. One-third of its students are enrolled in an exceptional education, English as a Second Language (ESL), or bilingual program. A large number come to Grand Avenue with test scores in the low percentiles and limited academic skills. For a variety of reasons, many students have previously struggled in the academic system, and when they enroll at Grand Avenue, many are older than the average middle school student.

The school's philosophy is that *all* students can achieve if given the opportunity, encouragement, and skills to do so. Raising the level of student achievement in basic skills is a major school concern. The goal is to have students make progress and reach their highest potential. To meet the needs of this diverse student population, Grand Avenue Middle School attempts to provide stable and encouraging relationships through an ongoing program of multi-age grouping. In addition, extensive after school activities provide additional learning experiences during hours known to be "high risk" in a child's day.

The "heart" of the Grand Avenue Middle School program is interdisciplinary teams working with multi-age students in integrated thematic instruction. This means that the *same* group of teachers works with the *same* group of students housed in the *same* part of the school as long as they remain at the school (three years). Grand Avenue has six middle school teams or "Families," each working with about 115 students. Each Family is like a school within a school and has a slightly different configuration based on the expertise of staff and the needs of students. Thus, each Family develops its own curriculum within the frameworks of school priorities and broad curricular themes and MPS Teaching and Learning Goals. Furthermore, each Family uses flexible blocks of time for in-depth projects and activities.

Implementation Strategies

The Wellness Promotion Project (WPP), which is the focus of this chapter, is a collaborative effort between school and community to address health and wellness issues. Early visionaries for the project included the school principal, a pediatrician affiliated with the Medical College of Wisconsin, and other community partners. A WPP work team, consisting of Grand Avenue and MPS staff, parents, and community partners, was established during the spring and summer of 1996. Through a collaborative process of planning and needs assessment, the work team identified health-care services, health education, and an introductory awareness of health-care careers as its main themes. Planning team members did not want to create an "add-on" program but to integrate strategies around these themes into the existing organizational structure of the school.

The following vision statement (with health broadly defined as physical, social, and mental) was drafted that fall:

- Grand Avenue students, families, and staff will develop and implement a plan for lifelong healthy practices, which includes respect and empathy for one another.
- Grand Avenue School will be a significant resource for families to appropriately utilize health services for health promotion, risk identification, and case management for acute and chronic conditions.
- Grand Avenue students, in particular historically under-represented students, will gain an understanding of health-related career opportunities and the relationship of these careers to our community.

Community Partnerships

Community partners have been vital to the initiation and implementation of the WPP. Children's Hospital of Wisconsin, Sinai Samaritan Medical Center, and the Medical College of Wisconsin have collaborated to provide full-time nursing services at Grand Avenue. Children's Hospital developed a grant proposal that was funded by the Children's Hospital Foundation for a full-time pediatric nurse practitioner at the school's Wellness Center. Sinai Samaritan provided start-up supplies and equipment, and physician support is coordinated through the Medical College of Wisconsin. Two graduate students at UW-Milwaukee, one in school psychology and one in school social work, completed a year-long practicum experience at Grand Avenue, and several additional graduate students have been placed in the Wellness Center to provide counseling and evaluation services. The Marquette University School of Nursing has placed student nurses in the school one day a week to work with staff and students on health-related issues. Grand Avenue support staff oversaw these activities.

Community partners also play an important role in the health education curriculum. At the beginning of the 1997-98 school year, community resource people were asked if they would be willing to present to classes on topics of wellness. A resource list of interested speakers was developed for teachers, and these community partners were invited to monthly WPP meetings. A Wellness Fair in May 1998 involved more than 30 community participants who offered short workshops to all Grand Avenue students.

Funding Support

As previously mentioned, a grant from the Children's Hospital Foundation funded a pediatric nurse practitioner in the Wellness Center. In addition, the DPI's Action Research Initiative on Health and Safety Curriculum provided funding for a Comprehensive Health Action Research Team (CHART) to investigate and develop the health curriculum and to purchase resource materials. Other sources of funding within the school include the middle and high school budgets, Title I funds, a Carl Perkins grant, and Goals 2000.

Team Commitment

Commitment to the project, as demonstrated by countless hours of school staff and community members' volunteer time, has been instrumental in the development and implementation of the Wellness Promotion Project. Core team members (the school psychologist, family and consumer education teachers, nurse practitioner, school social worker, and guidance counselor) along with MPS staff and community partners put in countless hours to make the WPP successful. Examples include, but are not limited to the following:

- family and consumer education teachers working with a neighborhood parish nurse to define goals for health education;
- Children's Hospital of Wisconsin staff collaborating with the Sinai Samaritan Medical Center and Grand Avenue School to fund and equip a pediatric nurse practitioner; and

• university instructors from Marquette University and University of Wisconsin-Milwaukee working with Grand Avenue staff to plan activities for students.

Needs Assessment

Needs of students, staff, and families were assessed in a variety of ways by the WPP and CHART. Faculty were surveyed in September 1997 about their perceptions of the health and wellness needs of students in their school Family, with the need for increased nursing services at the school emerging as a priority. Grand Avenue staff were also surveyed in January 1998 to determine what health education needs were evident in students and staff. Student health education needs were prioritized in the areas of sexually transmitted diseases, healthy eating, and smoking prevention. Staff identified stress reduction, cancer warning signs, healthy eating, CPR training, and exercise as their own priorities. Family teachers were then surveyed in February to determine what health and wellness topics were currently being addressed in their curriculum. This survey indicated that many health topics were being taught, but there was little consistency across Families. Clearly, a more comprehensive plan for health education was needed.

Finally, parents attending spring conferences were surveyed to determine the health education issues that concerned them most. They indicated that they wanted their children to receive instruction in nutrition, substance use/abuse, sex education, and social and emotional health issues. They also identified after-school/summer activities and student safety needs as program priorities. Parents indicated that they would welcome help in the area of teen communication, especially concerning aggression and coping with anger. Finally, they identified a personal need for career information and college courses.

Healthy School Environment

As described in the introduction, Grand Avenue's philosophy that all students can achieve at high levels if given opportunities, encouragement, and skills is the basis for a learning structure that attempts to put this philosophy into practice. The foundation of this structure is the Family—interdisciplinary staff teams working with multi-age students in integrated thematic instruction. The entire diverse student population is fully included in this structure, a practice that works against marginalizing or stigmatizing students with labels. Through shared ownership and common responsibility for the learning of all students, team members attempt to foster a climate of acceptance and support within the Family and the school. The system of having students remain in the same Family for three years helps to meet the students' need for stable and encouraging relationships. Project-based instruction and emphasis on multiple intelligences provides opportunities for students of differing talents to excel and be recognized for their accomplishments. Finally, the multi-age classroom is conducive to students' acceptance of a wide range of abilities.

Students begin each day in small Advisor/Advisee Groups, during which staff monitor attendance and progress while bonding with and supporting students. The school utilizes an Honor Level Discipline system in which students receive behavior reports daily in these groups. As students commit infractions, they receive demerits that may result in such consequences as cold lunch rather than hot or a drop in their honor level. Students need to be at a specified honor level to participate in such school activities as dances and field trips. During this time at the beginning of the day, groups may celebrate birthdays, write in journals, watch "Grand Avenue News "(a closed circuit television program put on by different students), and engage in a variety of other learning experiences.

The Wellness Promotion Project is embedded in this overall system. Together the learning structure and the WPP attempt to foster a healthy school environment in the sometimes "chaotic" lives of students, many of whom face difficult challenges both inside and outside of school. Dawn Overbeck, Grand Avenue's Learning Coordinator, refers to the WPP as a "pillow" that can soften some of the difficulties in students' lives. At the same time, school staff recognize that students and their families have strengths that grow out of and can help them overcome these challenges. Overbeck goes on to say, "There are a lot of negative things going on around the kids' lives. So if the Wellness Promotion Project in its entirety, in its circular approach can begin softening some of that, we can begin looking at strengths. We can begin looking at what helps somebody bounce back." This is echoed by social worker Nancy Young, who says, "As a social worker, rather than coming from an area of what the families are lacking, I normally look for what their strengths are and work on that aspect. The same with the kids."

Like the broader school system, the WPP attempts to address the whole child. According to school psychologist Marcia Staum, "It becomes great when it's no longer a [wellness] program, when it's part of the school. The line between what is a wellness promotion program and what is Grand Avenue School is very fuzzy. The fuzzier it is, the better we are. You can't say, 'Well, Ropes [Ropes and Challenges Curriculum] is wellness promotion and peer mediation is, but science is not.' That's not it. I mean it all fits, and so you know it's just part of the vision and mission of the school."

Curriculum, Instruction, and Assessment

Health education is a major aspect of the WPP, and integrating health education into the existing structure at Grand Avenue was the focus of effort during the 1997-98 school year. The leadership vehicle for this work was the Comprehensive Health Action Research Team (CHART), which was funded by the DPI's statewide Action Research Initiative on Health and Safety Curriculum, Instruction and Assessment. This multidisciplinary team included the school psychologist, social worker, guidance counselor, two family and consumer education teachers, and the nurse practitioner. As part of a three-year process, the group explored two action research questions:

- Can a meaningful health education curriculum be developed and implemented with the ongoing structure of Grand Avenue School?
- What is the impact of the school/community collaborative efforts on the Wellness Promotion Project?

Developing and Implementing the Health Curriculum

Integrating health into the Family curriculum: The development of a "workable" health curriculum and integrating it into the overall curriculum efforts of all six middle school Families was emphasized during the 1997-98 school year. After consulting with staff and conducting the needs assessment (discussed in the section on Implementation Strategies), the CHART team decided to arrange recommended comprehensive school health curriculum topics into a three-year rotation that corresponded with the science curriculum. Each year was further divided into three component parts. The team met with science teachers for input prior to the curriculum's development. These teachers indicated that they wanted resources and materials that were easily available yet flexible enough to modify the curriculum to meet their individual needs. Because teachers did not have time to search out materials for themselves, the CHART team explored resources available in the school system and school library. In addition, Cooperative Educational Service Agency (CESA) 1 funds were acquired to help purchase needed materials.

In an effort to effectively deliver the health education curriculum to teachers who would actually teach it, the team developed three sets of health "crates" for each of the middle school Families. Each crate contained materials for one trimester of health education, including unit outlines, resources, and suggestions for learning activities such as speakers and field trips. These crates were developed during the summer of 1997 and distributed at the beginning of the 1997-98 school year.

Through collaborative meetings with science teachers and others who were interested in health, it was decided that each middle school Family would take joint responsibility for integrating health into the ongoing Family curriculum. Instead of assigning health to be part of the science curriculum, the science teacher was asked to make sure that health was covered in the Family. This strategy resulted in the health curriculum being integrated into other aspects of the curriculum besides science as well as giving a large number of staff the opportunity to teach health.

Assessing the Family health curriculum: Assessment is an ongoing aspect of the action research process and provides a framework for subsequent action. Major CHART findings on the use of the health curriculum crates within the Family structure are described in this section. First, all of the Families used the health crates and offered health curriculum in a variety of ways. Five of the six Families used the teaching team to teach health; core Family teachers, as well as fine arts and vocational education teachers, taught health for a time during the school year. One Family assigned the teaching of health to one teacher. Health was taught opposite physical education in four of the Families. One Family offered health in two-week rotations opposite fine arts and vocational education. One Family offered health as a traditional class.

Family teacher teams were interviewed each trimester and always responded positively to the health crates and the efforts of the WPP to bring health education to all Grand Avenue students. All Family teams reported that the health crates were helpful, contained more than enough age-appropriate material, and afforded a good amount of teacher flexibility. In addition, they found the materials to be of interest to students, focusing on common sense, practical life skills. Teams highly valued the individual help provided by the family and consumer education teachers. Two contact teachers indicated that some of their teachers wanted more structure for individual lessons.

Students received independent grades in health in five of the six Families. While traditional grades are not used at Grand Avenue School, students receive a Rubric assessment on SCANS competencies and skills; classwork is evaluated on the basis of work quality and completed assignments. Work quality and completion are scored on a five point scale: 1 = Unacceptable; 2 = Improvement Needed; 3 = Satisfactory; 4 = Good; 5 = Excellent. When these grades were averaged across the five Families that graded health, the averages were 3.0, 2.7, 2.9, 1.9, and 3.4, suggesting that students had overall produced satisfactory work quality in health.

As part of the health curriculum all students started an individual health portfolio, which contained some of their class work in health, answers to probing questions on reflection sheets, and their responses to a health history questionnaire. In addition the portfolio contains the results of the health screening provided by Marquette University student nurses enrolled in a community health nursing course. The screening consisted of students' height/weight, measurements, blood pressure, and vision.

Integrating health into Advisor/Advisee Groups: The previously described Advisor/Advisee Group time at the beginning of the school day provided another vehicle for health instruction. The WPP team reviewed health/wellness videos in order to supplement this advisor/advisee program and provided advisors with worksheets for use with the videos. On alternate Tuesdays these were shown to students on the all-school audiovisual system. Video topics covered during the first trimester were self-esteem, study skills, good nutrition, conflict resolution, bullying, anti-smoking, and peer pressure. Faculty rated both the videos and worksheets, with videos rated consistently as very good to excellent and worksheets averaging at very good. Advisors requested worksheets for their advisory group by returning their worksheet folder, and these requests were also tallied to determine interest in the worksheets. Requests for worksheets ranged from 72% to 96% of the advisors.

In addition to videos and worksheets, advisors were provided with a packet of booklets and informational pamphlets on topics related to wellness. Advisors reported that although the information was readily available and interesting to students, there was insufficient time during the advisory to make use of them. Thus, the materials will be used in other ways in the future.

Ropes and Challenges Curriculum

Ropes and Challenges is an adventure-based counseling curriculum that provides students with small group activities aimed at fostering social skills and positive mental health. Through Ropes and Challenges, students learn to treat others safely and with respect, to work hard, and to have fun.

All-School Activities

In a further effort to minimize planning time on the part of individual teachers, the Wellness Promotion Project planning team organized many all-school events on health and wellness. Some events during the 1997-98 school year included but were not limited to the following:

- Grand Avenue School participated in the *Great American Smoke Out*. Students received information on the negative effects of smoking through their health classes. A related advisor video portrayed teens talking about the pros and cons of smoking and offered suggestions on how to say "no" to smoking. "No smoking" messages were broadcast during announcements for one week.
- A play about making positive choices against alcohol and drugs was presented to all students.
- An effort was made to inform all students about sexual harassment using an advisory video that focused on its negative effect and booklets for each student that were discussed in classes.
- An all-school Wellness Fair was held, during which 30 presentations were offered to small groups of students over the course of the day. Students attended two presentations during their physical education time.

Pupil Services

Grand Avenue School supports the emotional and social needs of students by funding a full-time school psychologist, social worker, and two full-time guidance counselors. They make up the school's supportive services team, which works on broader all-school or Family interventions as well as targeted students; counseling and home visits frequently focus on the issue of attendance. The team shares the philosophy that providing students with tools that they can use inside and outside of school is a significant aspect of their work. In the words of the school social worker, "It comes out of the philosophy that we cannot have students learn just in the seven hours that they are in the building. [We can] at least attempt to give them tools to work with for the rest of their hours of the day. We in the school need to have the ...ability to react to their whole world. Because we're only here seven hours or eight hours out of the day, and the rest of the day they're out in the rest of their world, which at times can be quite chaotic. So if we can give them the tools for it, then they're far more likely to succeed."

Prior to the development of the Wellness Promotion Project, Grand Avenue did not have a strong physical health-care component, with a public health nurse at the school for only an hour or two each week. As school staff began to meet regularly with interested community partners in 1995 to define the health-care needs of students and their families, the need for school-based health care emerged. Because so many students and their families are living in poverty and/or are underinsured, preventive health-care needs such as routine screening go unmet. Thus, the Wellness Center, an extension of the typical school nurse office, became an important aspect of the WPP, along with health education and career awareness.

Because of the WPP, school-based physical health-care services are now provided to Grand Avenue students through the services of a pediatric nurse practitioner, whose salary and fringe benefits are funded with a grant from the Children's Hospital of Wisconsin Foundation. Her responsibilities have included developing policies and procedures for the Wellness Center, vision and dental screening, immunizations, providing health-care services to students (including limited well-child checks; illness/injury visits; writing prescriptions, as appropriate; and individual health education), and education and consultation to the school's health-care team. The work of the pediatric nurse practitioner is supported by the efforts of a public health nurse who is assigned to the building for about a half-day a week.

Graduate students in nursing, school social work, and school psychology also make significant contributions to the Wellness Center. The additional school staff efforts required to supervise graduate practicum students has several benefits. When graduate students are added to the WPP team, Grand Avenue students have more opportunities for intervention. The process of supervision also requires staff to stay up to date in their professions, and this improves the quality of interventions. Finally, graduate students also benefit from a placement that offers innovation and opportunity for teaming with other support professionals.

A total of 508 students visited the pediatric nurse practitioner during the 1997-98 school year. Visits were most often due to physical crises, first aid, chronic illness, and/or follow-up individualized health education visits. Of these students, 219 were seen for one visit, 229 were seen 2-4 times, and 124 were seen five or more times (31 were seen more than 10 times). In addition, the pediatric nurse practitioner administered 255 doses of medications to students. When students visit the school's Wellness Center, the pediatric nurse practitioner says she tries to consistently incorporate health promotion and health education. For example, if a student reports hurting an ankle while rollerblading, she will ask what was already done about it and discuss ways the student can help the ankle heal. "It is related to esteem. It is related to taking care of themselves so that they're not always dependent on their parents," she said.

A total of 555 students were seen in individual or small group sessions at least once by the school psychologist, social worker, or guidance counselors. Of these, 198 received ongoing services. Sessions were for resolution of crises, school planning, and/or ongoing emotional or psychological counseling, evaluation, or home visits. Group sessions focused on school adjustment, anger control, social skills, and issues of loss. A total of 69 students were enrolled in groups, with 37 of them receiving both individual and group interventions; 129 students received ongoing individual counseling. Parental participation was an important aspect for all students receiving counseling, and 92 students received a home visit by the school social worker.

The City of Milwaukee Health Department provided two in-school immunization clinics that ad-

ministered Hepatitis B vaccinations. Through collaborative work with the pediatric nurse practitioner, 112 doses of vaccine were given.

Student Programs

Grand Avenue Middle School provides a wide range of after-school activities to engage students constructively during hours of the day when they might otherwise engage in less-constructive, unsupervised activities. These include arts-oriented activities such as art club, drama club, forensics, debate, drumming, and dancing as well as physical activities such as intramural sports.

In addition to the programs described in the above section on Pupil Services, Grand Avenue offers an array of co-curricular programs specifically designed to foster student learning and resilience. Some students have one-on-one mentors; tutoring is available during school hours by university volunteers and after school by Family groups; support groups are offered for such specific populations as teen mothers, African American males, and so forth. Some programs, such as the requirement of 20 hours of community service, are designed to provide opportunities for students to use their skills to benefit their community. Other community service-oriented programs include Students Against Violence, Environmentally Concerned Students, and the Pennies and Pocket Change for Peace Foundation. In all these programs, the focus is on using and building on student strengths.

Teens Who Care

Teens Who Care combines community service with leadership training. The school social worker facilitates this group of 13 students and trains them in leadership skills. The teens also attend several Teens Who Care events involving students from 17 other Milwaukee middle schools to gain additional leadership experience. They use these leadership skills in several all-school activities. For example, they initially spent time learning about hunger in the community and then coordinated an all-school food drive for the Hunger Task Force of Milwaukee. The group organized a basketball game as an incentive for food contributions, which totaled over 200 pounds. Teens Who Care also participated in the Wellness Fair as hosts and as presenters, including students who talked about gang issues and their impact on everyday life in their families and community. This proved to be a powerful experience for the presenters as well as students who participated in the discussion.

Career Awareness

Another program for students is the career awareness initiative, which is the third theme of the Wellness Promotion Project. One component if this program at Grand Avenue Middle School involves all eighth-grade students meeting with guidance counselors to begin to plan for further education and career goals. They receive guidance as they begin to make important decisions regarding high school and are encouraged to explore several career interests. In addition, the advisory period at the beginning of the school day is used to educate students about a variety of career opportunities. On alternate weeks, all students view a video about careers on the all-school audiovisual system and fill out a survey that assesses their interest in the featured career.

Community resource people in a variety of health-related careers were also contacted during the summer of 1997 to see whether they might be interested in speaking to students at Grand Avenue about their work or a particular health topic. Speakers then received background information about the school, the WPP, and health education efforts, and their names and potential topics were incorporated into a resource list for teachers that includes more than 30 names.

Adult Programs

Staff Development

Grand Avenue's professional development plan is designed to support the Milwaukee Public Schools K-12 Teaching and Learning Goals, with particular attention being given to the new required eighth-grade proficiencies. One day per week throughout the school year (Wednesday from 3:15-4:15) is designated for professional development, with scheduled activities two Wednesdays per month. A team that includes the learning coordinator, teachers, and a community partner creates the schedule. The majority of presenters/facilitators are Grand Avenue staff members. Health education, along with peer coaching/mentoring, portfolio assessment, technology, multiple intelligences, and performance assessment, has been addressed in staff development sessions. Staff are expected to develop a professional portfolio to demonstrate mastery of new skills, and appropriate student data will show achievement over time.

Now in its third year of implementation, staff have deemed this staff development design successful because it first became a regular vehicle for staff learning. It also involved a large number of staff at all levels of experience and covered relevant topics developed from staff suggestions. Finally, since the majority of sessions involved Grand Avenue staff as presenters/facilitators, they were easily available for ongoing consultation and feedback.

Grand Avenue staff also have access to a systemwide employee assistance program provided by Milwaukee Public Schools. A health education and promotion piece is also included in the weekly staff newsletter, and staff as well as students have access to the low elements Ropes and Challenges structure on the front lawn of the building.

Family and Community Connections

Family Involvement

Grand Avenue's Parent Empowerment Policy sets forth the belief that parents are a vital link in the learning process as the child's first and most important teacher and advocate. Thus, the school offers numerous vehicles for parent involvement. For example, parents shape policy and curriculum through several groups such as the School Development Council (SDC) and Parent Empowerment Project (PEP), take part in parent conferences and "Family Fun Nights," and participate in student assessment by joining panels that score proficiency tests or review student portfolios. Furthermore, Family "learning plans" must demonstrate strategies for parent involvement. The following Grand Avenue programs specifically promote parent involvement:

School Development Council (SDC): The council consists of parents, staff, and community members. It designs programs, creates budgets, decides curriculum direction, and makes and assesses policy.

Parent Empowerment Project (PEP): A major function of the PEP is to promote consistent and individual contact with students' families and to include them in the school community in a comfortable and meaningful way. Some specific activities include calling homes to encourage attendance at conferences, meetings, and other events; encouraging and arranging for parent volunteers to work in the school; distributing student incentives for attendance, All Stars behavior, and so forth; organizing all school events such as Family Fun Nights, Fine Arts Night, Volunteer Appreciation Dinner, or " Read-Alouds." Two paid parent assistants, who are in the school on a daily basis, coordinate PEP activities.

The input of parents and families has been similarly sought in the Wellness Promotion Project. Initially, a parent advisory group was formed to help establish policies and procedures for WPP as a whole and for the Wellness Center. However, since parent attendance at meetings was inconsistent, advisory group members were systematically telephoned to get their input on Wellness Center procedures, medication procedures, and so forth. As described above, parents were also part of the needs assessment during parent conferences. The WPP also presented information to the School Development Council on Wellness Center policies and procedures. The school is committed to intensifying its efforts to include parents in all phases of the WPP.

Community Involvement

As is evident in prior descriptions of Grand Avenue's curriculum and programs, the school has several long-term community partnerships. The Wellness Promotion Project, which benefits the whole school and community, is an excellent example of a School to Work partnership that involves Children's Hospital, Sinai Samaritan Medical Center, the Medical College of Wisconsin, Marquette University, UW-Milwaukee, and other community partners. The WPP holds a formal community partner meeting each month. These are a continuation of planning meetings historically held on the second Wednesday of each month, with topics varying throughout the year. Three general feedback/planning meetings were held at the beginning, middle, and end of the 1997-98 school year. Two monthly meetings were devoted to each of the topics of health education, healthcare service delivery, and career awareness. Attendance at these meetings ranged from 12 to 30 participants.

Although other community partnerships with the school are too numerous to mention here, following are some other school/community relationships related to health and wellness.

- One Family had a yearlong relationship with a natural bakery that supplied "brainy bagels"

to students every day. Family teachers included learning about nutrition in their curriculum to educate students about the benefits of healthy eating and changing unhealthy habits. A grandparent volunteered several hours a week to distribute the snacks.

- One Family emphasized learning about careers, with students traveling to various sites to get an in-depth look at different careers in the Career Quest program. "Med Core" is a combination of class speakers presenting information on health careers and student visits to Children's Hospital and Marquette University.

Future Directions

Grand Avenue Middle School and the Wellness Promotion Project will continue to maintain close collaborative relationships with a variety of community partners. Parent involvement will receive further emphasis, with efforts intensified to include parents in all phases of the WPP. Efforts will also be intensified to foster student leadership within WPP planning. While WPP has had good community participation over the years, school staff and parents have not had much opportunity to team with community partners. The scheduled time of WPP partner meetings likely will be changed to late afternoon to better accommodate all who are interested in meeting to plan WPP initiatives.

More comprehensive evaluation efforts that measure the effect of WPP interventions on students are needed. Planning is underway to develop a rubric self-rating profile for students to use when they review their health portfolios. OMAHA, a health services data base, will be used during the 1998-99 school year to measure the effectiveness of targeted nursing and support services interventions.

CHART'S assessment of the health curriculum initiative indicated that while Grand Avenue students as a whole receive instruction in most areas of health education, Families differed significantly in the topics introduced. Planning is in process to begin to reduce these discrepancies over the next several years.

7

Hartford Union High School

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The Hartford Union High School is located in Hartford, a small city of 8,500 in Washington County, a mostly rural area about 35 miles northwest of Milwaukee. Its 1,600 students come from a 225-square mile radius that includes Washington and Dodge counties, seven public elementary schools, and ten private schools. The size of the K-8 graduating classes from which the high school population is drawn ranges from eight to 150. Given this diversity of students' prior educational experience, a feeling of community continually needs to be developed within the confines of the high school. Furthermore, a great deal of coordination and cooperation is required among many districts if Hartford Union High School is to serve all of its students effectively.

Although students come from a large number of feeder schools and districts, the vast majority is white and middle class. About 50 are students of color (half of them Hispanic), and about 120 students are eligible for free or reduced-price lunch.

Hartford Union is a comprehensive high school that employs about 110 instructional and support staff. It offers many different programs such as gifted education, trade classes, business education, agriculture, family and consumer education, auto technology, and woodworking. Hartford also boasts a successful building construction program in which students build a house every year. The welding program places students into shops within the community as part of the district's business partnership program. A local business donated equipment to the graphics department and provides two-year work placements for students interested in a career in graphics.

The district initiated a strategic planning process in 1991 that involved parents, community members, school staff, and students in setting the goals and direction for Hartford Union High School. In this plan, the district articulates several belief statements, which provide the foundation for its overall goals and strategies. It will be evident throughout the subsequent description that the district's prevention and health promotion strategies represent the following beliefs in action:

- Education is a shared responsibility of the individual, family, school, and community.
- Everyone can learn.
- Individuals learn in different ways.
- Participation in co-curricular activities enhances the school experience.
- Education extends beyond the classroom.
- Learning is a life-long process.
- Effective education inspires individuals to reach their potential.
- With rights come responsibilities.
- Change in education is necessary to remain competitive in the world.
- Knowledge fosters understanding and appreciation.
- Diversity contributes to the well-being of the individual and society.
- Our school is a unique reflection of our diverse communit[illegible].

Implementation Strategies

State Leadership and Funding Support

In the early 1990s when the Department of Public Instruction (DPI) was beginning to develop a more comprehensive approach to health education and prevention programming, some members of the Hartford Union High School staff attended one of the regional workshops offered for local districts around the state. This workshop provided additional support for the concept of building resilient learners, a concept that Hartford staff had already begun implementing.

Hartford UHS has used funds from competitive State AOD Program grants to identify and address K-12 curriculum gaps in health and prevention education; begin a peer mediation program; and provide training opportunities to staff, students, and community members. In 1996, the district received funds to promote greater coordination among prevention and intervention activities across the district, to work with a school/community Hartford Area AODA Task Force, and to refocus Student Assistance Program (SAP) activities and renew facilitator skills. Staff reorganization will help these efforts; beginning with the 1998-99 school year, the AODA coordinator will be responsible for prevention activities and technical work, while the school social worker will take on responsibility for the Student Assistance Program, which focuses on intervention.

Regional Support from CESA 6

Support from Cooperative Educational Service Agency (CESA) 6 is a longstanding positive factor in the success of AODA prevention programs at Hartford Union High School. CESA 6 helped organize the K-8 districts in the Hartford area to share resources and funding, bringing in the high school district to provide a comprehensive scope to the work of prevention and intervention. Sharing training, materials, ideas, and strategies provides all K-12 students in these districts with the opportunity for safer passage through their school years.

Healthy School Environment

Assisting with Transitions

Students who come to Hartford Union High School from its 17 feeder schools are not simply transitioning from elementary or middle school to high school; they are transitioning to a school in which the majority of students come from a much smaller school setting in disparate districts and towns. This situation presents a challenge to developing a sense of "community" within the school. Hartford UHS attempts to meet this challenge by providing a school structure and programs that help students feel at home while encouraging them to excel. In the words of AODA Coordinator Maryjane Burdge, "This can get to be a pretty big place. We want it to have a homey atmosphere."

The district uses a variety of strategies to help students make this transition. Counselors visit eighth graders at their schools and hold an eighth-grade parent program at the high school to ease the transition for parents and inform them of the high school structure. Eighth graders visit the campus each April, and new ninth graders and their families attend Freshmen Orientation in August. A number of "mixer" activities are held before school begins to acclimate newer students to the high school and future classmates. Once the school year begins, Hartford UHS tries to alleviate stress and build community with a "New Student Luncheon" and activities to help students learn how to make friends. Finally, the message that "not using [AOD] is OK" is reinforced. Finally, a Counseling Department Handbook is distributed to all families, both incoming and ongoing.

When students near the transition point of graduation, families participate in post-high school planning nights sponsored by the Counseling Department. At this time, opportunities for students to become employed or participate in various forms of further education are discussed.

Encouraging Appropriate Behaviors

Character education emphasizing the four values of honesty, integrity, respect, and responsibility has been implemented in the district. Now called "First Class," the program focuses on instilling these values into every operation of the district, including the way in which staff members do their jobs. The name of the program offers possibilities for brief interventions of inappropriate behavior. For example, if a student is acting out in the hallway, a teacher may say, "That is not a first class act."

All school district employees, from bus drivers to the district administrator, are schooled in the First Class values. The inclusion of all district employees in this training and implementation

creates community, structure, and consistency for the students. "We have to model the kind of behavior we want for youth," says the AOD coordinator.

The "Striver" program, in which students who are solid citizens are recognized, is a related attempt to foster a healthy school environment. Students who demonstrate good citizenship and the four values of honesty, integrity, respect, and responsibility are honored alongside students with high grades.

A peer mediation program (described in more detail under Student Programs) is another strategy for cultivating a positive environment within the school. One part of this program involves students writing citations for other students who engage in unacceptable behavior, such as swearing or a minor fight in the cafeteria. The cited students then have a choice to go to peer mediation or a Saturday detention. If the behavior is too violent, it is handled with a disorderly conduct citation and out-of-school suspension. The co-curricular code of ethics contains an "honesty clause"; if students turn themselves in for a first offense when disobeying school or community rules, they receive a reduced penalty and are subsequently required to follow recommendations for preventing further misbehavior.

Curriculum, Instruction, and Assessment

As a union high school district, Hartford coordinates curriculum, instruction, and assessment with the K-12 curriculum committees managing prevention education in each elementary school. The district manages ATOD prevention activities in all grades, with four yearly meetings of ATOD coordinators at each of the feeder schools. In addition to a required ninth-grade health course, the district is in the process of developing a series of grade-level seminars to address the ongoing and increasingly sophisticated issues encountered by young people. Seminar courses are being introduced as part of the district's developmental guidance program; they are intended to systematically address youth risk behavior and to teach critical skills that students will need as they leave high school.

At the ninth-grade level, ATODA, sexual harassment, wellness, and nutrition are addressed in the Freshman Seminar class. This combines physical education and keyboarding skills as well as infuses classroom developmental-counseling activities related to peer-refusal skills, career options, and available school resources. Peers 4 Peers, comprising sophomore through senior class students, helps with presentations after receiving training from the Washington County AODA Council. (See the Student Programs section for more detail.)

Such topics as emotional and social health, traffic safety, and conflict resolution are integrated into other curricular areas for grades 10-12. In addition, the recently developed Junior Seminar focuses on conflict resolution, AIDS/HIV, teen sexuality, AODA, stress management, peer pressure, violence, sexual harassment and assault, relationships, and other topics of immediate interest to students. This seminar is also required for graduation and incorporates developmental counseling activities and interaction with resources from the community. A team of teachers, including the AODA coordinator who teaches in the learning disabilities area, is responsible for teaching the Junior Seminar.

AIDS education is also infused into the curriculum using a newly organized peer education program, Operation Prevention. The group involves sophomores, juniors, and seniors in presenting HIV information to their peers in high school classrooms; it is being expanded to area middle school students in a further effort to prevent sexually transmitted diseases.

Pupil Services

The district employs a school social worker, five guidance counselors, and one school psychologist. Emergency nursing services are provided through EMTs on staff who are part of the attendance office. A doctor from Hartford Memorial Hospital serves as an advisor to Hartford Union High School in health-related matters.

The Pupil Services Team is composed of three associate principals, the school social worker, the school psychologist, five school counselors, the at-risk coordinator, and the AODA coordinator. The team meets on a weekly basis as well as in small groups between meetings. Working on a case-management basis, the team links students and their families to services provided within the schools and the community and resolves attendance, academic, behavioral, social, and personal issues. The team helps provide continuity of service to students regardless of the community in which they reside or the elementary school they attended, including information about community services

and programs outside the immediate Hartford area that may be more easily accessible to students. The team also provides staff development opportunities to the district's professional and support staff and publishes an annual Pupil Services Directory that is distributed to all families in the district.

Student Programs

Student Assistance Program

The Student Assistance Program (SAP) has been actively involved with students for 10 years. Fifty staff members have completed SAP Core Training, and 25 of those have also completed Facilitator Training. Groups meet for as little as one quarter or as long as the entire year, depending on the needs of the group members. Teachers rotate in and out of group facilitation depending on the demands of their teaching schedule, with about 12-15 staff actively involved each year. Counselors, the social worker, and the psychologist are the mainstays of the program because their schedules allow more time to facilitate group activities. Trainings are held yearly; they have shifted to on-site training by experienced staff members and can also include staff from area K-8 districts. Titles of the SAP groups include Concerned Persons (for those affected by someone else's AOD use), Recovery, New Students, Behavior Issues, and Women's Issues (including partner violence). Special groups are formed as students experience specific stresses in their lives (for example, groups for grieving students or for students who have used or abused AOD).

Peer Programs

A variety of peer programs enable students at Hartford Union High School to learn developmentally appropriate prevention information, gain leadership skills, and work collaboratively with others. Specific programs related to health and prevention issues include the following:

Peer Mediation: Trained peer mediators are called on to facilitate conflicts among students after a referral is made by the associate principals, teachers, or students. Peer mediators help establish the atmosphere for conflict resolution. Following a structure and using questioning skills, mediators help the disputants "fight fairly" and resolve the conflict on their own without adult supervision. The peer mediators also sponsor Alcohol Awareness Month in April, with educational announcements and posters throughout the building.

Peers 4 Peers (also called Peer Listeners): The Washington County AODA and Hartford Union High School co-sponsor this activity in which trained students in the building assist other students in finding answers to their inquiries. Training, which occurs in the summer, includes leadership activities, active listening, grief issues, and resources for concerns about sexuality, drugs, alcohol, and legal advice.

America's PRIDE Peer Educators: These peer educators are part of the Parents Resource Institute for Drug Education (PRIDE) initiative. These students create or use prepared scripts to spread the drug-free message to younger students. Often asked to perform at DARE graduations, these students take a very public stand on the dangers of drug and alcohol use and on the fun associated with drug-free activities.

Leadership Day: In 1997, 85 middle school students participated in a leadership day co-sponsored by Hartford Union High School peer groups and 4-H groups from Dodge and Washington counties. Twenty Peer Mediators, five Peers 4 Peers, and 10 PRIDE members were involved in planning and implementation, with funding coming from a competitive State AODA Program Grant.

Other Activities

Lock-ins: Lock-ins are overnight programs in which members of the community help to provide alternate activities to drug or alcohol use for students in the ninth and tenth grades. Under adult supervision, students spend the night locked inside the school playing games, eating, dancing, or engaging in other wholesome activities. Some students "camp out" on a hard floor (boys and girls are separated), and breakfast is served in the morning. A Safe Night lock-in during the 1996-97 school year included a PRIDE performance, supper, open gym, and dance.

Substance Abuse Quilt: Each elementary school served by Hartford Union High School as well as clubs with a prevention focus at all schools (Just Say No Club, Friends Helping Friends, Peers 4 Peers, Peer Mediators, PRIDE, Operation Prevention, Power of Positive Students) add a square to a traveling quilt about substance abuse. The com-

pleted tapestry becomes a community effort, with student collaboration and creative inspiration. The quilt is first sent from school to school and club to club, with each school and club adding a square of their own design. Once the quilt is stitched together, it is then sent from school to school and club to club for all students to view.

Leadership Lab: The Leadership Lab is an all-day workshop focused on communication, friendship, cooperation, and self-esteem. Overall, students are encouraged to develop their own potential and to become effective leaders; to do so, they must be drug-free. The event is jointly funded by an AODA Traffic Safety grant, the district's gifted and talented program, and as part of curriculum and instruction out of the Administrative Team. School staff as well as outside speakers conduct the sessions, while student leaders and school staff conduct follow-up activities. Student leaders from all organizations (such as Student Council, Drama Club, athletic team captains, forensics, and groups related to AODA prevention activities) are invited to attend. Between 50 and 200 students have attended these functions, which occur at least once a semester and are scheduled for after school as well as during school time.

Schoolwide Prevention Activities: The district also has schoolwide observances for Red Ribbon Week and Alcohol Awareness Month. Students decorate the school and make announcements to the student body. Safe Night celebrates the end of the third quarter and promotes a violence-free school. The district also helps the K-8 feeder schools with their Safe Nights and provides DARE role models. The school sends groups of high school students to educate younger students on healthy lifestyles, preventing vandalism, and co-curricular activities.

Adult Programs

Staff

The district works with the Hartford Area Professional Improvement Staff Development Council, an association of administrators and teachers from Hartford Union High School and surrounding K-8 schools, both public and private. The council meets monthly to address curriculum issues, design and implement staff development training for K-12 staff in all areas of education, and assist staff in working with students from a large number of different schools and communities. This coordination of staff development and communication among schools enhances continuity and reinforcement of AODA, violence, and prevention of other risky behaviors for students in all districts. Staff development is also handled in each separate district as needs arise; overall, this combination of staff development efforts links smaller districts to programs that meet their individual needs. Finally, the district implements a "mentor" program for new staff, giving them the opportunity to work with experienced staff.

An employee assistance program is offered to the staff each year through a contract with an outside agency. An active Wellness Committee has weekly articles in the staff newsletter and sponsors a walk/run on staff development days during the school year. An extensive library of ATOD-related materials is available, and speakers periodically are brought in to update faculty on the latest issues in these areas. ATOD staff development opportunities are also available.

Parents

The district offers a variety of services and programs to acquaint parents with the school and to assist them in their role as parents. They include:

Parent Support Groups: Information is shared with parents through the school handbook and the Pupil Services Directory, including assistance available in the wider community. Such assistance includes support groups for ADD/ADHD and Parents for a United Family Front (PUFFS). Parents are encouraged to follow up with community assistance once the resources of Hartford Union High School have been exhausted.

Families '99, 00, '01, '02: This network of parents of students in each of the four high school grade levels meets monthly to address the concerns of students at that age. Parents set their own directions, depending on the needs of the class with which they are working. Topics range from school services to peer-refusal skills in the ninth grade, sophomore fun nights, postsecondary options for juniors, and financial aid for seniors. Parents of juniors help sponsor post-prom, an all-night alcohol and drug-free party usually held at a local movie theater following the prom. Parents of seniors solicit donations from the community and help to sponsor Project Graduation, an alcohol and drug-free graduation party. Mixing fun and preparation for life, these parent groups offer

the opportunity for school service and support for parents as they navigate with their teens through the high school years.

Parent to Parent: This videotape series explores a new issue each week, which parents and a facilitator then discuss. Sessions usually last about an hour and help parents connect with each other and share ideas for bringing about richer communication with their teenagers. Audiotapes of the series are available for parents to check out in the event of absence or to review a topic. Shorter versions of this training are now available for busy parents who are unable to devote 8-10 weeks to the longer version.

Family and Community Connections

Because its student population comes from 17 different K-8 feeder schools and districts, Hartford Union High School has developed an elaborate and encompassing network to connect the school with families and communities. It regards Family and Community Connections as the most evolved of all CSHP components. For example, all school committees, including the Human Growth and Development Committee, contain students, parents, community members, school board representatives, and staff that represent most populations within the communities. The district's Character Education Task Force has identified character traits upon which the district focuses and conducts activities, such as speakers and posters, to develop and reinforce these traits within the school and community. The intergenerational composition of committee participants makes possible varied perceptions of both problems and solutions.

In addition to the connections described below which are specific to health and prevention issues, the district has a series of business partnerships around apprenticeships, job training, and cooperative work programs. Identified "at-risk" students participate in the School within a School tutoring components, collaborating with community agencies.

Hartford Area AODA Task Force

The Hartford Area Alcohol and Other Drug Abuse Task Force was begun in 1996 as an exploratory group that solicited ideas from community members to address the needs of K-12 students. The task force grew out of meetings of the AODA coordinators from feeder districts surrounding Hartford Union High School and an expressed need to combine resources rather than divide efforts. The group includes representation from the county department of social services, police force members, Washington County Drug and Alcohol Council, other community agencies, K-8 school representatives, parents, and students. It meets twice annually to consider how to infuse positive influences in the school and community, act as a sounding board for schoolwide projects, and oversee community activities. Students use their leadership skills to implement many of the ideas put forth by the task force.

Home Pages for AODA, Peer Mediation, and Hartford Teen Volunteers

Students have developed and posted pages attached to the Hartford Union High School home page on the world wide web to share information about alcohol and drugs or about specific programs that rely on the strength of students for positive community connections. First begun as a class project, students researched various other sites and local information before posting the pages in 1997.

Law Enforcement

Law enforcement at the local and county levels is very involved in the activities of Hartford Union High School. Each year officials are invited to a staff meeting and a parent meeting to present information on drugs and gang activities. Drug-sniffing dogs are part of the presentation and help to reinforce the school message of zero tolerance. These presentations are frequently scheduled after a schoolwide locker search with the dogs, which heightens community interest.

A Police Liaison Program also exists in the district. Staff members attend monthly meetings with the Sheriff's Department and participate in the semi-annual meetings of the multi-jurisdictional drug unit. Staff members attending these meetings vary depending on the topic and have included the associate principals, school social worker, school psychologist, school counselor, and AODA coordinator.

Washington County Alliance

The district works closely with the Washington County Alliance to prevent duplication of pro-

grams. The alliance consists of school district representatives, county department of social services and law enforcement staff, and the Comprehensive Community Service Agency (CCSA), which coordinates services within the county for children and families. Families and Communities Invested Together (FACIT) is a program begun by the Alliance to address the needs of seriously emotionally disturbed students in a day treatment setting that utilizes the services of St. Amelian's, a residential school in Milwaukee for such students, as well as local teaching staff.

Other Connections

- Presentations about AIDS/HIV have been given to staff, students, and the community. The district works with the local hospital to sponsor speakers on this topic. Other presentations have included such topics as violence prevention with peer mediation, two-way communication, and nonviolent crisis intervention.
- Channel 22, a local-access television station operating at the school, provides opportunities for students to promote prevention through the arts.
- Students are involved in a variety of community service activities, including food, clothing, and blood drives as well as volunteer work. This community service, which reaches new highs each year, exemplifies student and community generosity and helps build student character.

Future Directions

Building the resilience of students in the late 1990s and beyond is the future focus of the Hartford Union High School District. Involvement of students, staff, and the community is central to this positive initiative on the part of the district. A study group exploring equity and diversity issues and Search Institute materials on resiliency and asset building will be used during the 1998-99 school year as the district sets a course for the next century. This course will emphasize building on the strengths of students, encouraging positive character traits, tapping into community resources, and sharing the responsibility of raising young people with all stakeholders.

8

Manitowoc School District

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Manitowoc, a city of about 33,000, is located on the shores of Lake Michigan south of the Door County peninsula. It is one of Wisconsin's older cities, having served as a port of entry for travelers, traders, and pioneers during the early 19th century. The rugged beaches and blue horizons of Lake Michigan figure prominently in its landscape, with local residents and an increasing number of tourists enjoying this scenic beauty.

The city was once primarily dependent on a few large industries; however, its economy is currently supported by over 100 small-to-medium-sized manufacturers whose products range from ice machines and soap to advanced biotechnical research. Along with manufacturing, recreation and tourism play an increasing role in the city's economy. A marina, lakeside recreation area, and nationally recognized maritime museum enhance tourism. Furthermore, Manitowoc is the sole Wisconsin port of entry for travelers using the car ferry to Ludington, Michigan, which can bring up to 2,000 visitors a day.

About 40% of the households in Manitowoc County have an income of $35,000 or more, with the average household income estimated to be about $36,000. About 97% of county residents are white, including many of German and Polish descent. The school-age population of 5,768 is 87% white, 10% Asian American, 0.7% African American, and 0.2% Hispanic. The large number of area private schools (Catholic and Lutheran high schools, a Catholic middle school, and nine Christian elementary schools) is evidence of a strong religious influence in the community.

Students in the Manitowoc Public School District (MPSD) are housed in 10 school buildings, including one Kindergarten/Early Childhood Center, six elementary schools (grades 1-6), two junior high schools, and one high school. The district employs 406 instructional staff.

The Manitowoc Public School District (MPSD) has recently undertaken an extensive and comprehensive self-study of its health education program and how it meets the needs of students, staff, and community. As part of this process, the district used the Search Institute's Profiles of Student Life-Attitudes and Behaviors Survey in 1996. The survey and other forms of data collection resulted in a detailed five-year district program plan that has the healthy development of youth as its top priority. District staff members are excited about the new direction and vision as they complete the early phases of the plan.

Implementation Strategies

Department of Public Instruction Leadership

During the summer of 1994, a team from MPSD was selected to attend a three-day training session sponsored by the Department of Public Instruction, "Integrating Youth Development Strategies: A Summer Institute for School and Community Leaders." A total of 17 local district teams, CESA staff, and representatives from various state agencies participated in the institute, which had the long-term goal of helping school districts begin to take a more comprehensive and

integrated approach to addressing health and prevention issues. Specific objectives for the sessions included:

- gaining greater understanding of the Framework;
- experiencing a team building process;
- developing a team vision for youth of their communities, including skills and competence needed as young people enter adulthood;
- developing a locally relevant framework that organizes and links strategies and approaches for helping youth develop the desired skills and competencies;
- developing an action plan for establishing the local framework; and
- gaining the skills necessary for replicating the action planning process, as needed, in the local district.

The six-member team from Manitowoc, led by AODA Coordinator Kathy Lemberger (also an assistant principal at one of the middle schools), included classroom teachers, a guidance counselor, and a community member. Upon their return to the district, they played a leadership role in generating further school and community interest and establishing a process for a more comprehensive and integrated approach to school health programs designed to increase youth resiliency and assets. Staff regard the current districtwide focus on youth development and comprehensive school health programs as its greatest accomplishment over the last few years. This overall shift in thinking, rather than strategies adopted in any single component of the Framework, is where the district has made its greatest gains.

Funding Support

Since the summer institute, the district has systematically used the Framework to develop its school health program through federal Safe and Drug Free Schools and Communities Act entitlements and competitive state grants. For example, in 1996, MPSD received a two-year State AOD Program Grant to

- develop and implement peer mediation programs at the elementary and junior high school levels;
- conduct conflict resolution/anger management training for fifth through twelfth graders;
- continue implementing the "Peace-making Skills for Little Kids" curriculum;
- train bus drivers and instructional aides in the negotiation process;
- conduct a Parenting Fair and develop parent resource centers in the elementary schools;
- provide opportunities for high school students, parents, staff, and administrators to evaluate the effect of class schedules, class size, policies, and procedures on building assets, fostering resiliency, and establishing a healthy school environment;
- support a community forum for broad-based collaborative healthy community efforts; and
- resurvey all eighth, tenth, and twelfth graders using the Search Institute's, "Profiles of Student Life: Attitudes and Behavior Survey."

In 1997, the MPSD received a DPI competitive After School/Summer School grant to establish a tutoring program at two buildings identified as most in need. The program, which involves matching tutors from the community with identified "at promise" students (a deliberate change from an "at-risk" label), is designed to assist students in developing their basic skills and making a successful transition from elementary to junior high and junior high to senior high.

Needs Assessment:

District staff felt it was important that parents, teachers, students, and the community begin to participate in the assessment of health needs and strengths within the community. Simultaneously, the wider community, including nonprofit and for-profit agencies, also seemed ready to look to a prevention framework in meeting the needs of youth and families (see Family and Communications section). The district Health Program Improvement Committee gathered data from the following sources:

- The Search Institute "Profiles of Student Life - Attitudes and Behaviors Survey",
- MPSD Rate Your Child's School Survey,
- Health Integration Survey, and
- focus groups.

Focus groups were held with teachers, students, parents, and community members. Both focus group questions and the analysis of data were organized into five areas that closely reflect the Wisconsin Framework for CSHP: curriculum and instruction, healthy school environment, adult programs, pupil services, and family and community. Subcommittees then identified strengths and

weaknesses from a particular data source in each of these areas. This data analysis resulted in recommendations for future directions and a program development plan.

Healthy School Environment

The Manitowoc Public School District's efforts to foster a healthy school environment are guided by research on resiliency and assets. Using a continuum that moves from risk (focusing on student deficits and risk factors) toward resiliency (focusing on student assets and strengths), staff has reflected on

- relationships between and among teachers, students, and parents;
- teacher behavior and attitudes;
- physical environment;
- curriculum, instruction, and assessment;
- grouping; and
- motivation and responsibility.

In addition, staff examined local data from the Search Institute survey and 30 developmental assets; they were then asked to identify which of the assets they could foster as a member of the school community. Following this identification, staff developed action plans around the specific assets.

Finally, questions that address the healthy school environment component of the Framework were included in focus groups of students, staff, parents, and community members. Focus group members' responses helped guide future program plans.

Curriculum, Instruction, and Assessment

The Manitowoc Public School District has worked hard to apply the vision identified by staff in developing its health and prevention curriculum, instruction, and assessment. The mission of the health education department is to offer challenges to students of all ability levels and diverse learning styles through a variety of sequential learning opportunities designed to help students

- recognize that total health includes all of a person's physical, emotional, intellectual, and social growth, development, and well-being; and
- develop knowledge that individuals can prevent most health problems through positive health behaviors.

The district infuses a variety of prevention information into the curriculum in a developmentally appropriate manner. The district curriculum guide covers 10 content areas in health and safety: accident prevention and safety, consumer health, community health, environmental, family life education, personal health, substance use and abuse, prevention and control of disease, and mental and emotional health. The district is in the process of reviewing this curriculum guide based on the seven National Health Standards.

School assemblies, sometimes taught by the district social worker, focus on building assets and social skills. Peer Educators (see Student Programs) and Wellness Day provide additional opportunities for students to learn about a variety of health topics (see Family and Community Connections).

Student Learning Cycle

The Student Learning Cycle (SLC) is a curriculum, instruction, and assessment tool that was developed by all district staff. Because so many were involved in its development, it is a tool in which they have shared ownership. The district adopted the SLC in April 1996 as the basis for staff development, supervision, and evaluation. This flexible tool builds assessment into the cycle of learning, from presentation of information to students to their mastery and understanding of the concepts. The SLC, however, assesses more than student learning; it also assesses the instructor's success in imparting the material to the student. In its recognition of the connection between educator and student, the SLC also provides a continuous improvement tool for instructors.

PreK-5: Elementary classroom teachers, the counselor, and the school nurse deliver the preK-5 health curriculum, which is modeled after "Skills for Growing." This curriculum, developed by Lion's Quest, focuses on health and decision-making skills. Teachers and counselors give individual attention to students to strengthen student assets and build resiliency while providing information regarding health and prevention through classroom activities that enhance self-esteem and build resiliency skills. This comprehensive program for grades K-5 brings together parents, educators, and members of the community to teach children important life and citizenship skills within a caring and consistent environment. The program teaches skills in four main areas that embrace different aspects of the child's world: self-discipline, responsibility good judgment, and getting along with others.

A basic aim of the program is to develop a support system for children that encourages the home, school, and community to work together. The program recognizes that children learn social skills in a variety of ways and in many different settings. It also acknowledges the fundamental importance of parent and family involvement. It incorporates a clear set of values that the Manitowoc Public School District supports as important for the healthy growth of children. Although these values are not always mentioned explicitly within each lesson, they provide a basic moral and ethical framework for the entire program. They include:

- Self-discipline: appreciating and respecting oneself, one's talents, and one's potential; persevering to achieve goals; postponing immediate gratification, when appropriate
- Commitment to a drug-free lifestyle: learning factual information in order to know the dangers involved in drug use; developing specific resistance skills to say "no" to alcohol and other drugs
- Respect for others: respecting their feelings, their beliefs, their privacy, and their individuality
- Compassion: expressing caring and concern for others
- Good judgment: seeking wise counsel, considering alternatives and consequences, and making informed decisions
- Responsibility: making and keeping commitments to oneself and others; having the courage to act with integrity
- Honesty: pursuing open, honest, clear communication and a commitment to be true to oneself and others
- Family cohesion: being committed to fostering a healthy and supportive family unit
- Trustworthiness: being reliable and keeping commitments
- Involvement: participating in one's family, in social groups, and in the community in positive ways

In addition, a "Peacemaking Skills for Little Kids" curriculum is used, and peace tables have been established in elementary classrooms.

Grade 6: Classroom teachers, counselors, and the school nurse are involved in curriculum delivery at the sixth grade. The Positive Action program builds on the skills and information provided through the "Skills for Growing" curriculum, promoting decision-making skills and healthy choices. Positive Action teaches concepts that are basic to social and academic effectiveness and competence: personal worth, good health, self-management, courteous behavior, honesty, and self-improvement. In addition, the DARE Program, conducted by local law enforcement officers, assists sixth graders in their transition to junior high school and helps prepare them to resist potential temptations as they move into larger groups of students.

Grades 7-9: Prevention information and activities are fully integrated into the curriculum for seventh, eighth, and ninth graders through science, social studies, communication arts, and physical education. A written curriculum guide clearly identifies the performance objectives for each of the content areas. A three-week integrated unit for all students addresses the topic of alcohol and traffic safety, while an elective health class as well as family and consumer education classes cover content in alcohol and other drugs and other prevention information. Finally, all students in these grades participate in a Wellness Day. In general, along with nutrition and pregnancy prevention, the following broad topics are addressed at these grade levels:

- identifying and affirming positive self-esteem
- understanding the role of values in decision making
- understanding the physical and emotional changes that go along with puberty
- understanding that there are a number of possible choices involved in a situation, and identifying the possible consequences of their choices
- developing dating guidelines contributing to fun and safe dating
- recognizing sexual pressure and ways to say no
- understanding both positive and abusive types of touch and
- gaining an awareness of the health risks involved with drug use and abuse.

Grades 9-12: A tenth-grade health class is required for all students who have not fulfilled the health graduation requirement. Students also receive an integrated health unit in communication arts, science, family and consumer education, physical education, and social studies.

Pupil Services

The district employs three school psychologists, three social workers, and 11 guidance counselors. Guidance and other pupil service personnel meet

monthly to share information regarding students, review student progress toward social and academic success, and discuss trends in student behavior or community concerns. Overall, members of the Pupil Services Team provide for individual counseling, classroom presentations, small group counseling, support group facilitation, schoolwide drug awareness programming, and parental support.

Each school building has a Building Consultation Team (BCT) that meets weekly. School staff as well as other concerned adults can refer students to a BCT, which consists of the principal, school nurse, psychologist, guidance counselor, social worker, EEN specialists, police liaison officer and appropriate representation from parents and community social service and health agencies and organizations. Although BCT members may vary from school to school, each team includes members appropriate to the school and community they serve. Overall, BCTs focus on student success and achievement, concentrating on the skills necessary for social and academic competency. They provide individual attention to student needs and develop prevention and intervention strategies for students who are referred, always viewing students within the context of family and community.

The Manitowoc Public School District is also aware of and concerned about the potential for alcohol or other drug use in the community. Consequently, BCTs are an additional support to students for ATOD prevention. Team members have received training from the Midwest Regional Center for Drug Free Schools and Communities in an effort to expand their knowledge and skills in ATOD prevention efforts. BCT members from each school also attend districtwide quarterly meetings to facilitate communication among the buildings, identify current challenges and resources they may share, and provide an additional opportunity for training. Combined with the Student Learning Cycle implemented in the classrooms, BCTs form an integral part of the Manitowoc Public School District's focus on youth.

Student Programs

Conflict Resolution / Anger Management

This program reached 352 fifth-grade students in the 1997-98 school year, helping them to learn healthy behaviors for successfully coping with conflict. Through activities, students learn to identify and express feelings and needs and identify and resolve social problems peacefully. Training includes specific conflicts that arise in the school setting such as rumors, harassment, threatening behavior or verbal assaults, and taking things without permission.

In addition, an all-day session addressing conflict resolution and anger management is held for all fifth graders in the fall and again in January. Students listen to a speaker and then discuss issues that are raised. Values and problem solving strategies discussed during the sessions are reiterated and further strengthened through the Lion's Quest curriculum.

Teen Assets Group

The team of MPSD educators attending the 1995 Midwest Regional Center for Drug Free Schools and Communities training started the Teen Assets Group (TAG) at Washington Junior High School the following year. Student participants for this group were chosen through teacher recommendations. TAG groups, which consist of 6 - 8 students, meet once a week for six weeks to work on group activities that help build assets. Four TAG groups meet each quarter.

Support Groups

Support groups, which provide youth with a community of caring peers, were started three years ago as a result of a Peace Education seminar on social skills for students. Ratings are used to monitor improvement in group members' behavior. This rating system encourages continuous improvement among students, allows students to assess their own progress, and appraises the integration of student knowledge and behavior.

Lunch Bunch

The Lunch Bunch is the name for groups of students at Monroe Elementary, Wilson Junior High, and Lincoln High School who have committed themselves to being alcohol and drug free. The focus is simple: drugs and alcohol are not needed to have a good time. To help foster a sense of pride and commitment to the group, the student is responsible for obtaining recommendations from three different teachers and a parent permission slip before being accepted to the program.

The group meets weekly during the students' lunch period to participate, with staff advisors, in discussions and fun activities including planning other out-of-school events (for example, bowling parties, school forest trips, and trips to sporting events). In addition, Lunch Bunch acknowledges

students who demonstrate the attributes of responsible community members.

The program has grown exponentially since it began in 1994 with 14 members in one school. Three staff and 45 students participated actively in the program during the second year; by the third year, six staff members and 107 students at three schools were participating in Lunch Bunch groups.

The Lunch Bunch is one way the Manitowoc Public School District has encouraged positive and healthy behaviors for students. Just as important, the program has shown young people who make positive choices that adults do care about them. This program gives recognition to youth who are making good decisions regarding their health and well being but might otherwise be overlooked. Lunch Bunch is also a way to demonstrate to others that drugs or alcohol are not needed to have fun. This program allows young people to take a stand against drugs and alcohol and to be proud of themselves and their beliefs.

Peer Educators-Teen AIDS Task Force

Collaboration between the Manitowoc Public School District and Manitowoc County Health Department resulted in the development of the Peer Educators-Teen AIDS Task Force during the 1993-94 school year. This program currently includes about 40 middle and high school students who participate in a full-day training in cooperation with the American Red Cross and the Manitowoc County nursing program. Following training, they offer education and social support to their peers within the schools and community.

Peer Educators provide accurate HIV/AIDS information and act as a resource to their peers in individual or group settings by participating in a variety of leadership and teaching activities, including:

- writing newspaper articles;
- performing in role plays and skits;
- acting as guest speakers; and
- doing classroom presentations.

Adult Programs

Parent Programs

Books for Babies: This MPSD program helps parents prepare their children for academic and social success by providing information about child development to parents of newborns through four year olds. A newsletter offers ideas for fun activities, parenting advice, and information on how to help a child gain school-readiness skills.

Preschool Program: During weekly sessions, parents of preschool children have an opportunity to work with their children on positive educational experiences and to discuss their questions and concerns while their children are enjoying other activities.

Parenting Fair/Parent Resource Center: A Parenting Fair with the theme of "Building Assets in Kids" offered a keynote speaker, a family meal, four small-group sessions, and materials to families of K-6 students. Parents were also introduced to the Parent Resource Center and the availability of a backpack containing a family homework assignment and parent resources to be taken home by each child once a month. At the completion of the fair, each parent developed one asset building goal for her/his child.

Parent Pipeline: The Parent Pipeline, which has existed for about seven years, meets monthly to focus on issues of concern to parents of junior high students. The group is parent-facilitated, and attendance averages between 16-25. Pipeline topics have included implementing a school hot lunch program, staffing, dances, and community concerns. This group also participated in the Search Institute community assessment and continues to discuss findings regarding asset building.

Teen Sexuality Parent Nights: Three two-hour sessions are offered throughout the year in which parents of seventh and eighth graders have an opportunity to review the curriculum and discuss their concerns and questions about addressing the topic of sexuality with their children.

Active Parenting Classes: These classes are offered to interested parents of elementary as well as secondary students.

Staff Development

Wellness Screening: Staff members and relatives have the opportunity to participate in a wellness screening at which they receive a 19-page report on their fitness. A personal interview is conducted with each participating staff member to establish wellness goals.

Employee Assistance Program (EAP): The district provides an EAP to address health and wellness concerns of staff members and their families.

Resiliency Training: District instructional staff have received training on resiliency and have spent time discussing such resiliency-building factors as care and support, high expectations, and participation. They have worked to match the resiliency/asset paradigm to teaching and learning.

Problem-Solving Skills for Bus Drivers: Using funds from a State AOD Program Grant, district bus drivers have been trained in communication, problem solving, and negotiation skills to help them constructively address situations that may arise on buses.

Family and Community Connections

The Prevention Consortium and Asset-Building Community Program

The Prevention Consortium began in Spring 1994, when leaders of the Lakeshore Community Assistance Program called a meeting of nonprofit and for-profit agencies and organizations to discuss the importance of prevention in addressing youth and family issues. This group expressed support for one mutually acceptable statement: "After many years and many thousands of dollars, intervention programs (even very early intervention programs) simply were not affecting the kind of change in our young people, our families, and our community that we are working to attain. We need a new model, and that model is prevention."

The Prevention Consortium was formed from that earlier group and grew to about to 50 people who represented most of the organizations and agencies in the county offering services to young people and families. The consortium put together a workshop, "Ounce of Prevention," attended by nearly 200 local staff and volunteers in Fall 1995.

Meanwhile, the Manitowoc Public School District had administered the Search Institute survey earlier in 1995 and shared its results with the Prevention Consortium. As consortium members learned more about the Search Institute's approach and research, they became increasingly convinced that the "positive youth development" (resiliency, asset building) approach would be useful in their efforts to make a difference in youth and families.

At about this time, the Manitowoc County Department of Human Services began to call together other key community leaders who were not represented on the Prevention Consortium This group included leaders in business, government, and clergy along with service providers. The Key Leaders began with the same mission as the Prevention Consortium; that is the community as a whole needs to get involved in the business of raising our young people to become productive citizens and needs to support families in their efforts to raise children to adulthood. The group is now called ABC Asset Building Community and has hired a full-time coordinator.

Focus Groups

In 1996 the AODA coordinator facilitated a focus group to gather data for the Health Program Improvement Committee. The group included a fire fighter, an attorney, a dentist, a doctor, some of the area clergy, a provider from a treatment center, and an ATOD counselor from a medical center. These community persons made suggestions for further incorporating health into the school curriculum and ways to work together to identify community assets.

Parents, business and community leaders as well as other interested community members, educators, and students later took part in Search Institute focus groups that were part of the effort to identify school and community assets.

Together...We Grow

Together...We Grow program goals are to encourage parents to become involved in their child's education, promote family efforts to spend quality time together, and support parents in their challenging job of raising children. The Together...We Grow program includes a family resource center located in the library of each elementary school. Each center contains books and media material as well as other helpful information which is made available to all families in the school. A packet that includes a list of materials is periodically sent home with students, who may then take materials home in a specially provided bag.

The program also includes a family support group component that is just beginning to be implemented. Its main focus is facilitating parents in providing support and leadership to one another. Parents and other adult caregivers gather once a month to discuss the challenges of raising elementary school children; guest resource people are invited to the meeting to offer suggestions. Participants also discuss school and community

policies and programs that affect their children; they have set goals for future actions that include:

- bringing families, schools, and the Manitowoc community together;
- developing a committee including parents, students, and community members to evaluate and make recommendations for a lunch program that offers nutritious choices;
- addressing physical and emotional risk factors among students, especially targeting abuse; and
- providing employee assistance and wellness programs.

Wellness Day

Wellness Day, which is attended by students in grades 7-9, has been successful for the last six years in helping youth explore health and wellness issues with community members. The event familiarizes students with a variety of community agencies in an informal setting, and students seem to regard information as more credible because it comes from community "experts" rather than classroom teachers.

Each Wellness day students may choose four workshops from among nearly 40 that are offered. Workshop topics have included:

- AIDS/HIV
- Dating Violence
- How Outdoor Skills Contribute To A Healthier Lifestyle
- Depression and Suicide
- How the Karate Kid Became Famous: Understanding the Art of Meditation
- No Brains - No Wellness
- Marijuana: Myth & Reality or "If I Smoke Marijuana What Will Happen To Me?"
- Teen Stress in the 90s

The mentoring program, which began in 1996, continues to grow, with 26 mentors from the community currently volunteering at a school once a week for one hour. The mentor provides academic help to an assigned student and is also a caring person who is considered a friend. The powerful message for students is that someone is concerned about them.

Finally, the Manitowoc Fire Department and Washington Junior High School have developed a program, called Start, for "at promise" (rather than "at-risk") junior high students. Students work with the fire fighters to learn teamwork and leadership skills.

Future Directions

The Manitowoc Public School District has successfully engaged the community in developing a vision of youth development and comprehensive school health education. The district expects to build on this success through continuing cooperation, coordination, and communication with the Manitowoc community. The district has supportive partners in the Manitowoc County Department of Human Services, the Asset Building Community Program, the Prevention Consortium, and the ABC Asset-Building Community groups. Together, they will continue to build on past efforts in positive youth development and to explore further opportunities for networking and collaboration. Finally, the district has developed specific goals and a five-year program-development process to facilitate their continued success.

Parents will also continue to be involved in the ongoing improvement of student's educational experience. The district views parents as both a valuable resource and an audience for parenting education and has distinguished itself as a catalyst for parent education within the community with its Books for Babies and Together.... We Grow programs. MPSD expects to continue these programs as it expands parent education initiatives.

The Manitowoc Public School District is working with each school to develop an action research plan that will promote both high academic achievement and a safe and orderly learning environment for all students. Action research is a form of continuous evaluation and data collection that allows flexibility as the district strives to meet specific school needs. This action research plan will build on the data collection begun with the Search Institute survey.

Linked to action research plans, MPSD is also committed to developing curriculum goals and classroom methods that include skills and competencies, critical thinking, and self-reflection. Along with these curriculum goals and methods, the district is developing an integrated checklist of health concepts covered in all subject areas. This checklist will assist staff in their efforts to create a curriculum that integrates health and wellness topics across other subject areas.

Finally, the Manitowoc Public School District will be initiating other efforts to use students as support resources for other students. Staff members appreciate the benefits of existing mentor and peer programs and hope to expand on them to better meet the needs of all students.

9

School District of New Richmond

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Situated at the junction of Highways 64 and 65, New Richmond is about 45 minutes from the Twin Cities of Minneapolis and St. Paul. New Richmond High School is located on the southern edge of this community of about 5,500, only blocks away from the Wisconsin Indianhead Technical College-New Richmond campus. The school, home of the New Richmond Tigers, is a recently remodeled building, complete with upgraded music and art facilities, a new library, and classrooms. Neither age nor vandals have marked the lockers that line the hallways; classroom walls still have that twinkle of fresh paint.

The School District of New Richmond operates a four-year high school, one middle school, and two elementary schools. Nearly 180 certified instructional staff serve a school population of about 2,400 students. The district student population is overwhelmingly white students (99 percent), with a very small number of African American, Native American, Hispanic, and Asian American students. About 14 percent of the total student population receives a free or reduced-priced lunch.

The New Richmond School District views itself as a steward of public trust and resources. The district accepts the responsibility to provide a comprehensive educational program and a learning environment that allows for the intellectual, physical, emotional, cultural, social, and moral growth of children in a changing world. The district has three supporting goals:

- Align the organizational structure and educational delivery system to focus on student performance and service to the community.
- Provide safe and nurturing schools where the efforts of teaching and support staff enhance the learning environment to help all students succeed in school.
- Engage parents and the community in school improvement through meaningful involvement and effective two-way communications at the school, district, and community level.

The district recently participated in a countywide assessment process conducted by St. Croix County Public Health and task forces. A youth survey was administered to all students in grades 6, 8, 10, and 12 in October 1995 as part of the assessment. Search Institute, a Twin Cities-based organization, created and analyzed the survey. As a result, terms such as "assets" and "resiliency" are becoming household words in the New Richmond area. Marilyn Peplau, a New Richmond High School guidance counselor, summed up the overall sentiment of the school district this way, "We no longer see students as a liability and that we have to have so many resources to meet their needs. We see the students as a resource."

Implementation Strategies

No single person or event served as the catalyst for the many positive changes now visible in the New Richmond School District. A combination of factors had a significant impact on how the staff views its job as educators and how the community perceives its role in creating a climate that supports children, youth, and families. Indeed, all the factors described below contributed to the positive changes.

School-Community Connections

The Wisconsin Indianhead Technical College (WITC), area businesses, the local Chamber of Commerce, and city government are all establishing strong communications with the district on a regular basis. The district and its community partners are developing collaborative strategies and new ideas on how to support children and their families. Some of these include providing teachers with time during the school day to teach parenting classes at a local manufacturing company; offering incentives for senior students to enroll in a computer technology class at WITC; and using business sites as apprenticeship opportunities for high school juniors and seniors.

Freedom to Pursue New Approaches

Staff in the Guidance Department were enthusiastic about the concepts embodied in resiliency research and Peter Benson's work at the Search Institute. The New Richmond School Board created an opportunity for district administrators and staff to develop a vision that empowered students, teachers, and parents to become active partners in shaping school policy, programs, and curricula. District Administrator Jim Wold says that the school board provided freedom for administrators and staff to develop a vision and implement it in a manner they view as most beneficial to students. These dynamics enabled district staff to take the risk of trying new initiatives that placed students at the center of all decision making. According to Wold, the question that is now continually asked whenever programs and policies are discussed is, "How does this benefit students?"

From Tragedy to Opportunity

Change also occurred because of several major car accidents that resulted in the death of one student, brain injury to two others, and additional minor injuries to still others. The school and community took notice of the opportunity in the face of tragedy and turned those events into a positive response. Northwest Counseling, a private agency, sent one of its counselors to work with students as they struggled to adjust to the tragedies. As a result of this community resource, students learned about being sensitive to and caring for people with disabilities; about their own resources for dealing with challenging life events; and about creating opportunities out of tragedies. For example, students developed their Arrive Alive program (discussed under Student Programs) that today is an active and highly regarded prevention strategy in the district.

Another death in the community created yet another opportunity for learning. The death of a partner in a local law firm resulted in the family's commitment of memorial funds to sponsor a series of community forums. These forums brought the community together in conversation over topics important to New Richmond citizens. A panel of young people shared their ideas about what was needed in the community. Tim Burns, a nationally recognized educator and author whose work focuses on developing resiliency in young people, families, and communities, presented at one of the forums.

Community Assessment

The countywide assessment conducted in coordination with the Search Institute also had a significant impact on the New Richmond School District. The information learned from that experience galvanized the school and community into a cohesive force to address identified risk factors and develop assets. By successfully communicating with the countywide Adolescent Health Task Force, New Richmond counselors were able to use the Search Institute's assets-focused assessment approach rather than the usual problem-oriented approach. The result is that the community and the school district are growing more knowledgeable about creating programs and activities that develop youth assets and reduce risk factors.

CESA 11 and Department of Public Instruction Support

The Healthy Community/Healthy Youth Team (HC/HYT) is the center of activity for all resiliency and asset-building programs in the district. The HC/HYT was created by the guidance teams as an initiative responding to the Department of Public Instruction's Comprehensive School Health Program Framework grant, which funded Cooperative Educational Service Agency (CESA) 11's "Integrated Youth Development" AOD Consortium Program Grant. The grant enabled CESA 11 to provide a structure for local districts to plan and develop their own initiatives. New Richmond was one of the districts that formed a multidisciplinary team (including community members) and par-

ticipated in a CESA 11 workshop in the fall of 1996. The workshop featured a presentation by Tim Burns and provided planning time for school teams to determine local direction. During the 1996-97 school year, the New Richmond team engaged in ongoing study, planning, and implementation, using articles and other resource materials provided by CESA 11.

The New Richmond team leader participated with other school team leaders in ongoing meetings organized by CESA 11 to share progress, dilemmas, and resources. The CESA 11 Integrated Youth Development grant provided money for stipends and substitutes, which facilitated participation by school and community team members. (More detail on New Richmond's HC/HYT is found in the section on Family and Community Connections.)

Healthy School Environment

The New Richmond School District has designed and is now implementing a comprehensive approach to developing the student, improving the school environment, and establishing stronger teacher-student connections. Changes in the perception of students and the community are taking place, with student assets publicly recognized in new ways. For example, academic letter and medal winners are recognized and earn a "letter jacket" just like athletes. In addition, the National Honor Society has become a coveted membership.

The Healthy Community/Healthy Youth Team serves as a strong foundation for the development of student programs. Many of the programs have had a positive impact on the school climate, supporting resiliency and assets development. This is affirmed in the Developmental Guidance curriculum, which promotes student health and wellness throughout all grades. Students then are empowered to participate in creating a healthy school environment through their class work as well as through student activities, clubs, and events.

Some major initiatives in fostering a healthy school environment are described below:

Students as Resources with Assets

A growing norm in the New Richmond school culture is the belief that students are resources with assets. In that vein, students actively serve on many school committees, mentor other students, and even participate in the hiring process for new faculty. During the summer of 1997, 15 students were involved in the hiring process for new teachers, participating in the interview teams and serving as tour guides for faculty candidates. Staff members say that students developed a sense of ownership and responsibility for the new staff. One counselor reported that she heard one student talk about a new teacher saying, "I hired her." The counselor says that "involving students in the hiring process is using their valuable input on traits and insights about classroom interactions with teachers. It's the power of kids and how important they are to the overall environment of the school."

Student and Parent Orientation Programs

Guidance staff have developed programs that assist students and parents to negotiate the key transitions in a student's school career. A new program exists for parents of children entering kindergarten, another for youth entering middle school and their parents, and yet another for youth entering their first year of high school and their parents. These orientation programs help reduce stress and increase student success during transition times.

In the Kindergarten Roundup program, parents and their children go to the kindergarten rooms, meet the staff, play games, read books, and participate in other activities designed to orient both parents and children to kindergarten. Similar to other schools, New Richmond had three or four cases of school-phobia with entering kindergartners. "Since the Kindergarten Roundup started three years ago," says one elementary counselor, "that has changed. Students are now more resilient and able to make adequate adjustments to school."

The middle school also holds a full-day orientation camp for entering sixth graders. According to one of the middle school counselors, this day provides a relaxed, pressure-free opportunity for these students to meet all of their teachers and to spend some time with their homeroom teacher prior to the first day of school. School counselors say this day-long orientation program has helped students to reduce anxieties about middle school and to become more resilient to the changing class schedules and environment.

Entering ninth graders receive orientation apart from their parents. Students are exposed to the myriad programs and opportunities available to them in high school, including having a mentor, community service, clubs, athletics, and many

other extracurricular and co-curricular activities. Their parents, in the meantime, are involved in a discussion that includes how they can become active in the school and about the various volunteer opportunities that are available. Perhaps more important is that parents participate in a discussion on the developmental assets and strategies to help students succeed in school.

Change to Middle School Model

A new development for the 1997-98 school year was the change from a junior high school model to a middle school model. While this has been under discussion for nearly a decade, it was not until the spring of 1997 that the New Richmond School Board approved the concept and plan and the necessary staff to implement a middle school. The middle school is using the "House" system to develop a school environment conducive to building assets and resiliency in students.

In the "House" system, students are assigned to selected teachers for the entire duration of their middle school years. This provides many more opportunities for teachers and students to establish strong connections while teachers and parents also build strong bonds. One middle school counselor says that the "House" system facilitates the development of a school environment based on resiliency, which offers caring support, high expectations, meaningful participation, and multiple protective factors for kids. The middle school principal says he wants every middle school student to have an adult to which they feel connected. The Advisor/Advisee Program, which works well in the "House" system, also contributes to accomplishing this goal.

Facilitating Student Transitions

Because the transfer from middle school to high school can be unsettling for a teen, the New Richmond School District has developed ways to ease this transition. A ninth-grade/transfer student orientation provides a firm foundation for youth and a chance for parents to network. This year, the Healthy Community/Healthy Youth Team facilitated a roundtable on resiliency and asset-building for approximately 180 parents. In addition, homerooms have changed at the high school so that a youth stays with the same advisor all four years. The Peer Mentor program (described in more detail in the Student Programs section) helps ease the transition. Sophomore, junior, or senior mentors are provided for each ninth grader wanting a partner to assist during the first part of the year; last year 170 of 216 ninth graders had mentors.

Curriculum, Instruction, and Assessment

The New Richmond School District incorporates health and wellness instruction throughout all grades and, in high school, through all classes. For example, as ninth graders read Romeo and Juliet, they select a character, analyze assets, and discuss how the outcome of the drama would have been different with additional assets. Even the Spanish teachers at the high school level have the Spanish version of the asset checklist available for class projects.

The alcohol, tobacco, and other drug abuse prevention program in the elementary and middle schools is interwoven into the curriculum and focuses on developmental assets. HIV/STD and pregnancy prevention education is provided in the middle and high school programs in health and family and consumer education classes.

Service learning is another component of the K-12 curriculum. Elementary students engage in community service through a program in fourth grade, while middle and high school students are encouraged to participate in other service learning activities. High school students in the Student To Student (STS) organization are also involved in service learning through their work with elementary and middle school students as well as with their peers. STS members are trained using an asset-building model.

The K-12 guidance team has rewritten its curriculum to include developmental assets, Wisconsin Developmental Guidance competencies, and the Wisconsin Citizenship Initiative core values. The core citizenship values are

courage: the strength to stand up for one's convictions when conscience demands

honesty: the ability to approach issues and individuals in a straightforward manner without any trace of deception or fraudulence

respect: the ability to demonstrate regard and sensitivity for the people with whom we come in contact as well as the physical world around us and

responsibility: the quality with which good citizens are able to act without guidance from another

The developmental guidance curriculum serves as the foundation for pupil services programming. The curriculum, in its fourth revision since 1974, helps students get increasingly involved in their school and community as they become more mature. In the elementary schools, the curriculum focuses on exposing students to conversations and dialogue on topics of the day; this creates confidence and comfort with talking in class as they get older.

Another aspect of the developmental guidance curriculum is use of portfolios for student assessment, beginning in the fourth grade. New Richmond Middle School staff say that the schools are now using portfolios as a way of pulling together information for students to use in making career decisions, an approach that helps to develop internal motivation. The district is also looking closely at community assets and will add corresponding resiliency components to the guidance curriculum over time.

Guidance counselors set aside time for developmental guidance in both elementary and middles schools each week, using the lessons that have been developed within the new framework. Teachers are helpful in suggesting topics and themes and are expected to become more so following additional asset-building inservices.

Pupil Services

The New Richmond Pupil Services Team is composed of the director of Special Services/EEN; two school psychologists (shared by the schools); and six elementary, middle, and high school counselors. Pupil Services Team members are intricately involved in current efforts to advance asset-building and resiliency programming at New Richmond. Some team members also belong to the Healthy Community/Healthy Youth Team. This multifaceted team serves as the center of activity for all the resiliency and asset-building programs for the district.

Key components of the pupil services program include: implementing a strong developmental guidance curriculum that includes using portfolios, instituting the DPI's nine competencies, and utilizing the DPI Citizenship Initiative's core values.

New Richmond also has a School Improvement Management Team, which is responsible for developing the school improvement plan; guidance and counseling team; and multidisciplinary teams that address EEN-related issues.

Student Programs

Student programs at New Richmond are based on a positive youth development model, with resiliency as a core element. Peer programs focus on helping students to develop positive and healthy behaviors rather than being problem focused. For example, groups formerly known as "aftercare" are called "pathfinders," and grief groups are called "rebound."

Counselors say that students are regarded as resources, as people with assets. Many of the programs at New Richmond reflect this perspective. While students participate in many of the standard extracurricular programs and activities (for example, athletics, forensics, or drama), they also spend a tremendous amount of time and energy in groups and activities focused on health and wellness-related themes. These activities provide opportunities for self-growth; assets development; and service to their peers, school, and community.

Meaningful participation is a significant protective factor for students, and providing such opportunities is a collaborative effort in the New Richmond School District. For example, all the extracurricular clubs collaborate on a community Christmas dinner attended by up to 120 people, and Future Farmers of America (FFA) sponsors a Corn Drive for Camp Courage. Following is a list of student programs and their descriptors; however, many others are not listed here.

Student-To-Student (STS)

Student-To-Student is a highly regarded organization at New Richmond High School, according to student reports. To join, students must first be nominated by their peers or themselves; then they are interviewed by two adults focusing on their vision of the school. While students must go through a teacher-directed selection process, the organization is student-directed. Selected students participate in training activities that include role playing and other exercises designed to illustrate ways to address personal concerns. An important element in the training is learning how to listen.

The 42 current STS students develop other student groups and become involved in schoolwide Positive Youth Development activities (for example, facilitating weekly homeroom discussions on selected topics and themes). The STS program also provides an information session regarding the Peer Mentor programs to ninth-grade students during their orientation.

The positives from this organization are many, according to both staff and students. "I don't think the skills we're learning through STS will ever stop," says one high school student leader. "There are so many things I've learned from STS that I know they'll be with me for the rest of my life." This group of students supports each other in making positive choices and in deciding to undertake other healthy and positive activities.

Arrive Alive

Arrive Alive is a student-led organization that promotes various activities as alternatives to drinking behavior. It was organized after two driving incidents in the 1996-97 school year that resulted in the death of one student and severe brain trauma for two other students. Students felt compelled to start Arrive Alive because they had experienced so many losses directly related to drunk driving. About a dozen students started the group, but it later swelled to over 50.

Arrive Alive was promoted through announcements in driver's education classes, posters, and announcements over the public address system. Activities for the 1997-98 school year included skiing, roller skating, and sponsoring a movie—"all activities that give kids an alternative to drinking" says a student leader. In a relatively short period of time, students and staff are declaring Arrive Alive a success. The hard data indicators include the number of students participating in the group, the number of students in the school participating in group-led activities and events, and the reduction of alcohol use by young people.

Peer Mentor Program

The Peer Mentor Program allows any sophomore, junior, or senior students wishing to participate to serve as mentors for entering ninth graders. The intent is to become a friend, someone who can help guide a new student through the rigors of the first year of high school. Students say that it's more than just helping them find their classes; it's also emotional support. Insecurity and uncertainty are common emotions first-year students experience in the first months of high school. Having an older student available makes the transition much easier, say two senior students. Students say that having someone they recognize in the hallway and can say hello to can be reassuring for first-year students. Three hours of training is provided for all mentors who are selected by eighth graders to be their partners. Last year, nearly 240 students volunteered to be mentors; 170 of 216 ninth graders had mentors.

Peer Tutor Program

As part of the Tiger Outreach Program, peer tutors began assisting their classmates in the 1997-98 school year. With a small amount of training, 20 youth were empowered to tutor other students in a variety of subject areas. Peers are motivated to achieve academically by other peers, and both students and staff deem the program successful.

Community Service Program

New Richmond students volunteer through the Community Service Program. Community service is actually an independent study option within the high school; while not mandatory, it is widely chosen. Beginning at fourth grade, students participate in activities where they learn about the benefits of offering their services to assist others. Students learn that they are an asset to and a resource for their community. Older youth also serve as teacher aides for elementary, middle, and high school teachers. Students also serve on CARE teams for other youth with challenges.

Adult Programs

New Richmond's adult programs offer opportunities for teachers to teach teachers, teachers to teach parents, and staff to receive support when needed. District Administrator Jim Wold says he firmly believes that staff and parents must have activities and programs that facilitate their own growth and meet their own needs. Schools not only serve students but the community as well. The Community Education program, directed by Robert Heebink, is regarded as a prototype in Wisconsin.

CESA 11 also provides staff development opportunities for New Richmond staff. An example of a significant program involved service learning training. The program involved both teachers and students and gave tips on how to start up and maintain a service learning program through the schools.

Teacher Programs

New staff orientation: Orientation consists of a two-day workshop offered prior to the start of the

new school year. This provides new staff with both the time and an opportunity to learn about the district's vision and mission, its general goals, and the focus of each individual department.

Teacher mentors: New teachers are paired with a returning teacher who has been trained as a mentor. These teachers meet at regular intervals to make sure that things are going well. A mentor is a contact person who can answer questions about everyday school procedures and processes that might otherwise create anxiety for new teachers. Through regular contacts the adjustment period for new teachers is smoother, helping them to become more confident and less stressed. It ultimately allows new staff members to become more available to students earlier in the school year, one of the highest stress periods for everyone.

Parent Programs

Kindergarten orientation: Parents of entering kindergartners and the students themselves spend time in the kindergarten classroom becoming familiar with the activities, curriculum, and surroundings. Parent participation in school activities is encouraged.

Freshman orientation: The district provides a two-hour workshop on resiliency and assets for parents of entering ninth graders. The Healthy Community/Healthy Youth Team (HC/HYT) made a presentation to 180 parents at the beginning of the 1997-98 school year. Staff engaged parents in roundtable discussions on resiliency and developmental assets. Parents learned about these concepts in an effort to create more consistency between school and home and to share the methods and strategies that help to make students successful.

Parenting classes: A local business provides a grant to the New Richmond schools that pays for district teachers to conduct parenting classes during the workday at the company site. The company also grants time to its employees to participate in parenting classes during their work day.

Family and Community Connections

Over the last three years, school-community connections have significantly increased, according to the district administrator. The district also incorporates strategies that build and strengthen students' assets through the HC/HYT, which examines how best to implement many prevention and resiliency approaches in the most integrated and effective fashion.

Specific to New Richmond are the HC/HYT; Business, Industry, Community, and Education Partnership (BICEP) Team; and the Parent Communications Network (PCN). PCN is a parent organization that started about 10 years ago at the urging of students who sought to create alternative activities during graduation night.

Family Service of St. Croix County also offers services in the New Richmond area. This agency operates the Employee Assistance Program for the school district as well as the health and wellness program at the schools.

Healthy Community / Healthy Youth Team

HC/HYT was developed with funding from the DPI as a part of the Comprehensive School Health Program development. The team includes the high school, middle school, and elementary counselors; two high school teachers and one middle school teacher; the high school guidance secretary; and two members from the community. Community members include a parent also involved in the St. Croix County Extended Industries and a member of the clergy.

The HC/HYT Team has developed initiatives involving the community. For instance, a local law firm established the George Norman Memorial Lecture series which created an intergenerational opportunity to learn and discuss important topics of the day. Wisconsin Indianhead Technical College and the district administration have weekly coffee chats to maintain continuing communication on topics of mutual interest. A local business is supporting parenting classes given at the factory site.

HC/HYT members write a column, "Our Resilient Community," in the local newspaper. The article attempts to connect Search Institute's 40 assets to what kids in the community need to succeed. Topics have included "Bonding to School," "Nonviolent Conflict Resolution," "Community Service," and "Positive View of Personal Future." HC/HYT is now recruiting journalism students to write a bimonthly column on topics reflecting their perspectives on resiliency and the 40 assets. District staff report they are also planning to highlight a local business or agency that is using "resiliency" to help youth.

Parents Communication Network

Now in its tenth year, PCN is a group of parents who work with students to sponsor an annual all-night graduation party for youth who want to have an alcohol-free environment in which to celebrate.

Community Assessment

St. Croix County conducted a public health assessment in 1995-96 as part of "Healthier People in Wisconsin: A Public Health Agenda for the Year 2000." A New Richmond School District counselor served on the Adolescent Health Assessment Task Force, which was charged to assess adolescent health issues. The group recommended that the Search Institute be involved to get a broad measure of the assets of youth in the community rather than focusing only on the problems that youth possess.

The task force followed up on the assessment and worked on creating opportunities for youth support. Their main area of focus was to identify a caring adult for every youth in St. Croix County generally and in the New Richmond schools specifically.

Future Directions

District Administrator Jim Wold stresses that the bottom line is to improve teaching and learning. Ultimately the questions will be, Do students perform better? Do they perform better not only academically but also socially, morally, and culturally? Are these students doing better than they would have three, five, or even ten years ago if they had not participated in these activities? Is teaching improving and leading to improved learning? Is the school environment helping students extend themselves to others in service? Are parents participating in school programs designed to create a strong home/school connection?

New Richmond School District staff and students are proud of the positive changes that have occurred in their school and community over the past three years. As the district continues its focus on development of student assets and community collaboration, answers to the above questions will, we hope, be a resounding, "Yes."

10

Wabeno Area School District

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The Wabeno Area School District, one of the largest in the state, covers 325 square miles. The district enrolls students from four counties: Forest, Oconto, Marinette, and Langlade. Because the rural district is so far reaching, some students live up to 25 miles away from the schools-closer than the nearest traffic light, which is about 45 miles away.

The district's two schools are three blocks from downtown Wabeno. One school houses early childhood classes through sixth grade and the other seventh-through twelfth-grade students. Caucasians make up 81.6 percent of the district's 632 students; Native Americans make up 17.4 percent (most are from the Forest County Potawatomi community); Hispanics, African Americans, and Asian Americans each make up less than one percent of the student enrollment. Forty-six percent of the students qualify for free or reduced-price lunches.

The high percentage of students eligible for free or reduced-price lunches is indicative of the depressed economic status of the area. There is no large industry, although a few small manufacturing businesses in Lakewood and Mountain employ a number of workers. Due to an economy based largely on logging and tourism, work is often sporadic, seasonal, and dependent on the weather. The unemployment rate is well above the state average. Furthermore, the tax-exempt status of the Nicolet National Forest and many small parcels of tribal land further reduce the district's tax base. Consequently, this geographically large school district has a relatively small tax base.

However, some positive economic developments are occurring. A recent block grant to the town of Wabeno has added an economic spark that could help revitalize the Forest County area. The Potawatomi-built casino and hotel have also added employment. Furthermore, the casino has attracted a number of people; some that vacationed in the Wabeno area as children are now fulfilling a dream to live there. Cottages that were once only summer homes are being renovated, and several very nice, new homes are being built as cottages are torn down. These developments have added to the district's tax base.

Despite economic constraints, Wabeno School District residents make expenditures for school improvement a priority, as evidenced by a $3,000,000 high school addition and remodeling project scheduled for completion in the summer of 1998. This was the second building referendum to pass in the last decade. The elementary school, built in 1963, added seven classrooms and an office in 1993.

Furthermore, residents are concerned about academic achievement. For example, a group of parents recently approached the school board to advocate for smaller class sizes in the primary grades. The board eventually decided to hire an additional second-grade teacher, keep aides in the kindergartens, and have an aide for third grade so that the adult-to-student ratio would be lower for K-3 students.

In short, this far-reaching four-county community that the schools provide community space in which everyone shares, and the community shows

support for its schools in a variety of ways. In the words of the district's school social worker, "The community is real supportive of the schools; that's one of the reasons it is so great to work here. I feel the school is part of the community. It is not the 'school' versus the 'community.'"

Implementation Strategies

Community involvement and support are key aspects in the district's planning and implementation of prevention and wellness programs, with prevention issues and strategies emerging from the community. Working together to develop and maintain programs and provide funds to support them, the community, school board, school administration, and staff have provided a solid base for prevention efforts in the district.

Community Involvement and Support

The school board has been stable in its makeup and has a good working relationship with the administration. Both strongly support school-based prevention efforts. School and community members have cooperated on a mission statement and strategic plan for the district that reflects the importance of health and prevention issues: "As a culturally diverse community, the School District of Wabeno Area will work in harmony with respect for one another, providing a safe and superior learning environment, enabling individuals to reach their fullest potential and become caring, contributing life-long learners in our ever-changing local and global society."

Another key to successful prevention programming in the Wabeno Area School District is the "cross-fertilization" of ideas and the collaboration that resulted from regular communication among groups concerned with prevention. Community volunteers, school district staff, and students themselves have also worked to expand resiliency factors in the community.

Regional and State Support

In addition to using funds from the local district budget to develop its programs, the Wabeno Area School District uses Federal Safe and Drug Free Schools and Communities Act entitlements, administered by a Cooperative Educational Service Agency (CESA) 8 consortium as well as competitive State AOD Program grants administered by the Department of Public Instruction (DPI). Through the CESA 8 Safe and Drug Free Schools Consortium, the district has participated in monthly networking meetings with other districts; gained access to resources, staff development opportunities, and student leadership development opportunities; and participated in CESA-facilitated school-community forums to identify local prevention issues. The district has also competed successfully for the past several years for State AOD Program Grants. These have been used for prevention and leadership training for students; staff development; initiation of the DARE, FAST, and Brainworks programs (described in subsequent sections); and to partially fund the part-time ATOD coordinator position. The district has chosen to partially fund ongoing implementation of these programs and has actively sought supplemental funding from the community. Community members have assisted in the process of acquiring such grants as well as other funding for prevention programs.

Healthy School Environment

The district's mission statement reflects its concern for providing a learning environment in which *all* students can reach their potential. Clean and well-maintained buildings that express pride in education and a sense of community are a reflection of this concern, as is the "Special Adventures" program for elementary students. Volunteer adult readers work together with guidance counselors to read and discuss books dealing with special health-care needs of children, with the goal of increasing sensitivity and acceptance of persons with physical and mental challenges.

The district is making attempts to meet the needs as well as recognize the assets of its large Native American student population. The district recognizes the importance of cultural influence, an asset to be honored and one that can also build resiliency in young people, and is striving to learn more about cultural values and traditions as well as ways to communicate with Native American parents. For example, the district was involved in Talking Circles, a tradition of the Potawatomi, in which tribal members and school staff members discussed ways the school district and Native American community might work more closely together.

Students have many opportunities to be included in decisions that affect them. They are represented on the district's technology and discipline committees, the county partnership, student coun-

cils, and in each class as they help develop classroom rules. Peer mediation and peer education (discussed in more detail in the Student Programs section) offer other opportunities for students to have a positive impact on school environment.

Curriculum, Instruction, and Assessment

The Wabeno Area School District has integrated the topics of alcohol, tobacco, and other drug abuse prevention; violence and safety; and nutrition into the curriculum at all grade levels. Information on HIV, other sexually transmitted diseases, and pregnancy are also discussed at the middle and high school levels. The district social worker, ATOD coordinator, guidance counselor, and teachers communicate about their place in the curriculum for ATOD, protective behaviors, resiliency, and youth development issues. This is done largely through the Prevention Issues Advisory Committee (detailed in the Family and Community Connections section), one-to-one contact, and sending interdisciplinary teams to prevention curriculum writing sessions at CESA 8. The collaboration has resulted in a curriculum that is sequential and appropriate at all grade levels.

The ATOD coordinator works closely with elementary staff to promote inclusion of health and prevention information. Project Charlie, a 24-week peer education program (discussed in more detail under Student Programs), is presented in grades 2, 4, and 6 by trained high school students. Fifth graders participate in DARE as a precursor to entering middle school, where changes in friends and interests often take place. Students enjoy DARE, and the program is popular among fifth graders. The DARE officer also presents lessons annually in kindergarten and in other classrooms as requested.

Life Skills sessions for eighth graders are held weekly for 12 weeks in small groups with trained adult co-facilitators from district staff and the community. Groups provide an opportunity for students to discuss decision making and chemical awareness and to learn and practice decision making and self-protective skills prior to the stress of high school.

At the high school level, the ATOD coordinator has worked closely with the driver's education, science, health, and family and consumer education staff and looks forward to increasing integration of ATOD issues into other areas of the high school curriculum.

Pupil Services

The district employs a school social worker, elementary and high school guidance counselors and a school psychologist. The Forest County Health Department provides nursing services as requested, including classroom presentation, immunizations, and screenings. In each building, staff who are EMTs are prepared to handle health emergencies that may arise until the Wabeno Rescue Squad arrives.

Staff in these four core Pupil Services disciplines do not meet regularly as a team but communicate frequently. With the exception of the school nurse, they also participate regularly in the Because Everyone Always Cares Here (BEACH) teams that were formally organized in 1995. The two BEACH teams (one for elementary and one for middle/high school) are the primary means of coordinating pupil services; they provide recommendations, referrals, and resolutions for student problems. The teams meet regularly (weekly at the elementary level and less often at the high school), often including the ATOD coordinator, building principal, speech and language therapist, exceptional needs teachers, school secretary, Peer Mediation coordinator, and Native-American Home-School coordinator. The inclusion of additional staff reflects the school district's challenge of meeting diverse student needs across a large, economically depressed area. In particular, the Native American Home-School coordinator is a critical member of the team. This person has knowledge of students' cultural and family background, understands how family and culture affect students' ability to be academically successful, and is helpful in assessing students' potential.

Student Programs

District staff members express very positive feelings about the availability and quality of Student Programs, and the percentage of students participating in these activities is very high. The high participation levels may be partly due to the lack of nearby movie theaters, game rooms, or malls. Students don't need to try out for athletic teams, so most can play if interested and academically eligible. Thus, a high percentage of students spend time in supervised activities with adults who care about them, a factor that promotes resiliency. In addition to athletics and the usual range of school-sponsored social activities, programs offered in this component of the Framework

in the Wabeno Area School District can be broadly categorized as leadership training, student assistance programs, and peer mediation/education. These are described below, while those with the most significant community involvement are described in the upcoming section on Family and Community Connections.

Leadership Training

Student Council: Student councils are active at both the elementary school and middle/ high school. Students participate in annual leadership training opportunities and are advocates for the student body on numerous issues. Members also plan alternative activities for students and teacher-appreciation activities.

Other Leadership Activities: Annually, 10 to 12 sixth-grade student leaders write a student mini-grant, attend a middle school teen institute, return with an action plan they've developed, and carry it out. The district also sends teen leaders to other leadership training, such as the Wisconsin Interscholastic Athletic Association, the Department of Public Instruction tobacco prevention training, and high school teen institutes. They return with action plans and carry them out in an effort to make a difference in the community.

Student Assistance Programs

Because Everyone Always Cares Here (BEACH) Teams: After several years of training and planning, the district has student assistance teams in each building. The teams, previously described in the Pupil Services section, receive referrals from staff, the community, and students. BEACH teams also coordinate delivery of services and facilitate communication among staff members. The elementary team meets weekly, and the team for grades seven through 12 meets about once every three weeks.

Banana Splits: Initiated in 1995 by the school social worker and elementary guidance counselor, Banana Splits is an eight-week support group at the elementary level for youth whose parents are going through separation or divorce. After completion of the group, former participants continue to meet for continued support at a monthly group lunch. Other support groups, including such topics as anger management, concerned persons, and teen issues, are offered as the need arises.

Peer Programs

Peer Mediation: A peer mediation program is active in the elementary building. Trained fifth and sixth graders work with elementary students who are involved in disputes. Mediators wear readily identifiable vests on the playground during afternoon recess.

Peer Educators: Twenty-eight percent of high school students in the Wabeno Area School District help other students through peer mentoring, peer education, or peer tutoring at the elementary school. Peer educators have been involved in substance abuse education since 1984 and Spanish education since 1993. Staff from community agencies contract with the district to provide training for students involved in peer education. Training for peer educators in substance abuse includes peer-refusal skills. Teens who participate in these programs gain leadership and communication skills as well as experience working with different age groups, developmental abilities, and needs. Elementary students are provided with role models within the classroom and are given the expectation that they too will some day care for others in the community. Peer education programs also build community assets by providing a structure for students to learn from one another. Not only are participating students committed to peer education, but elementary and high school teachers are willing to release them to participate in training, tutoring, or mentoring during school hours. For some students, mentoring or tutoring become service learning projects. Many teachers attempt to incorporate service learning activities into their class schedules.

Project Charlie: Many high school youth volunteer time and skills for *Project Charlie: Chemical Abuse Resolution Lies in Education*, an AODA prevention program first instituted in Minneapolis. Teams of trained high school students teach second, fourth and sixth graders once a week for about 24 weeks on such topics as self-esteem, relationships, decision making, and chemical awareness.

Clowning for Prevention: About 15-20 high school students participate annually in presenting four lessons to primary grades on social skills. They participate in the districtwide Family Fun Fair Day, visit local nursing homes, and appear at other events as requested. These students are trained both in clowning and in peer education.

Adult Programs

Staff Development

The Prevention Issues Advisory Committee (discussed in the next section) suggests areas of need for staff development in prevention programming to the district's Staff Development Committee, which also surveys staff annually to ascertain their needs. In addition to participating in district staff development activities, staff are encouraged to attend prevention training and classes that are partially subsidized by prevention grant funds. In addition, the district has an Employee Assistance Program that began in 1991.

Parenting Programs

The district is involved in educating parents in a variety of ways. Parenting classes have been held in the district on a regular basis since 1992, with leaders trained by Joan Lefebvre, University of Wisconsin Cooperative Extension Family Living Agent for Vilas, Forest, and Florence counties. The district provides a support group for parents of students with Attention Deficit Disorder. In addition, Head Start, Title I preschool, early childhood, and kindergarten teachers work closely with parents of young children. The district has sponsored two community awareness workshops and scheduled community presentations for speakers who address students on prevention issues. Finally, all school families receive a quarterly district newsletter that includes parenting tips and information on prevention programs.

Family and Community Connections

The school is the nucleus of the area; the community participates in a variety of programs to support the Wabeno Area School District and the health and resilience of its students. These multiple ways of strengthening family, school, and community connections include family-school organizations, community volunteers in the schools, advisory committees, and positive student activities.

Family-School Organizations

Home/School Association: The Wabeno Area School District Home/School Association, which is similar to a Parent-Teachers Association, began in 1995 and is a significant part of the school and community structure. The organization meets monthly and provides an opportunity for families and staff to meet each other on a personal basis and to work together to actively support each child's education. It also sponsors an annual Family Fun Fair Day and compiles a school/community calendar on which schools, civic organizations, and businesses list events and regularly scheduled meetings. This calendar is both a useful community service and a fundraiser for the group. Parents and administrators have decided to open the Association to all community members, including those who do not have children enrolled in district schools. The potential effect of including nonparents in the Home/School Association is that more community members will have an impact on student's education and will understand both the daily constraints faced by district staff and administration as well as staff and student successes.

Families and Schools Together (FAST): The district's FAST program has existed for five years. A unique feature of this positive program in the district is that it strives to improve relationships across cultural groups by having half the FAST families be Native American and the other half be non-Native American. FAST receives funding from the DPI, the district, the Forest County Potawatomi Community, Community Mental Health Services, and the Community Mental Health Foundation.

Community Volunteers in the Schools

Parents: Parents and other adults responsible for students' care, especially the care of elementary-age students, are encouraged to come to the school at any time. Despite the distances that must be traveled, parent volunteers can be found in the elementary school on a daily basis and on at least a weekly basis at the junior/senior high school. They tutor, work in the library, and serve as field trip chaperones. These volunteers also help with the three-to five-year-old screening, the "Book It" program, fundraisers, Poetry Week, and "Drop Everything and Read Week." Parent participation in the school provides encouragement and community interaction with students and illustrates the importance of education.

Adult Mentors: The district has adult mentors for some students in grades seven through 12, and high school students as well as adults mentor elementary students.

Forest County Health Department: The Forest County Health Department comes to the elementary school regularly to offer free immunizations assist with human growth and development classes, and conduct nutrition education for targeted grade levels. Relationships with local and county law enforcement and social services are also positive.

Project Brain Works: Even retired teachers volunteer within the Wabeno Area School District. Project Brain Works involves retired teachers doing after-school enrichment and after-school remedial programs for grades one through 12. Initially funded by the Department of Public Instruction with an After School/Summer School grant, Project Brain Works continues to use community members as resources for students.

Special Days: A number of programs incorporate people from the community into students' educational experience. These programs bring community and students together in a way that promotes positive feelings. One is so popular that the elementary school has run out of chairs; Grandparents' Day fills the gymnasium every year. Hobby Day gives third through sixth graders a chance to choose two sessions in which people from the community teach their hobbies. Career Day provides high school students opportunities to learn about potential careers from workers in a variety of fields. A Youth Service Learning Partnership allows students to job shadow school personnel for a day.

School-Community Advisory Councils

Prevention Issues Advisory Committee: The Prevention Issues Advisory Committee was formed in 1988 when Federal Safe and Drug Free Schools and Communities Act funds became available. The committee consists of staff, parents, school board members, clergy, health professionals, law enforcement, tribal representatives, the 4H youth extension agent, representatives from the county ATOD program, and members from PLAY (described below). They work together to coordinate prevention programs and strategies for many issues, including AIDS/HIV, child abuse and neglect, suicide and crisis intervention, alcohol and other drug abuse, pregnancy, and human growth and development.

Forest County Partnership: The Forest County Partnership consists of the district's home/school coordinator, ATOD coordinator, school social worker, and student representatives as well as representatives from the county mental health and community ATOD programs, social services, law enforcement, tribal community members, county extension, and clergy. The group meets monthly and has sponsored such activities as the annual Making Healthy Choices full-day workshop for all eighth graders in the county, crisis intervention, the Teen Assessment Project survey, the DARE program, a 101 Things to Do Day, and a gang awareness workshop. Many community members who do not have children attending school in the district also choose to be involved in these prevention activities; they model positive community values and concern for others.

Supporting Positive Student Activities

Positive Leadership for Adults and Youth: A community-based group, Positive Leadership for Adults and Youth (PLAY) began in 1984 as a way to reduce drinking and provide alternative activities to underage youth. When it was determined that preventive, recreational services for students were needed, PLAY worked closely with the school district to include alternative activities for students and to support student assistance programming in the schools. PLAY also provides activities for students in grades kindergarten through 12, including open gyms, and provides food and activities for post-prom, post-homecoming, and post-class night for seniors. Finally, the group offers volunteer recognition of students and adults involved in substance abuse education.

Wabeno Logrollers Booster Club: A Booster Club, including community members, supports the district's athletic programs and offers recognition to participating students, alumni, and coaches. It plays a vital role in fostering school and community spirit. A person need not have children to participate in the Booster Club. Just as all youth can participate in athletics without "trying out," all community members can cheer for the school's teams.

"We Love Our Students' Day": "We Love Our Students' Day" for middle and high school students is supported by donations from the community. The School District designed an event to honor teens who are responsible citizens but may not be on the honor roll. Drawings are held throughout the day for prizes, and teens that are on the honor roll go on a "coffee-less break."

Future Directions

The Wabeno Area School District looks forward to working more closely with the Native American community and to the opportunity to better meet the needs and celebrate the strengths of all students. The district also wants to continue to create a more respectful, safe, and risk-free learning environment for all students and to help all students and their families feel welcome in the schools. The district is interested in offering more diversity programs and multicultural education to students to help them better understand one another. The district recognizes the importance of cultural influence as an asset to be honored, one that can also build resiliency in youth.

Furthermore, the district is eager to educate all staff on ways to foster resiliency in students and to develop programming that nurtures student assets. Rather than focusing on the negative, the district will continue to focus on the positive in students and their families, building on their strengths. Over the next three to five years, the school district expects to expand Project Brain Works and provide more support groups for students.

The Wabeno Area School District is discussing ways to deliver AIDS prevention information in a consistent and age-appropriate manner to elementary students and to develop a curriculum plan for this level. This elementary plan will provide a solid foundation on which the currently existing curriculum plan for upper grade levels can build.

Finally, the district will enhance its prevention and wellness programs by continuing to make use of available entitlements and competitive funds as well as program support from CESA 8 and the Department of Public Instruction.

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Washburn School District

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The City of Washburn overlooks Lake Superior. It lies about ten miles north of Ashland, near the northernmost tip of the state. Washburn's population is approximately 2,000, roughly one-third as large as it was at its peak in the early decades of this century. Washburn, the county seat of Bayfield County, has a unique attraction for professional artists and musicians. Home to the Bayfield Big Top Chautauqua Theater (which can be heard on Wisconsin Public Radio on Saturday nights), Washburn is grounded in the arts. Artistic endeavors have supplanted what were formerly thriving sandstone mining and pulp industries. While the pulp industry remains, it is not at the bustling levels known at the turn of this century.

The Washburn School District has 71 licensed instructional staff for a population of about 830 students; they are located in two buildings, with the middle and high schools located in one facility. The racial/ethnic make up of students in the district is predominantly white (91%), with Native American students the second largest population group (6%). African American, Latino, and Asian American students comprise the remaining 3 percent of the Washburn student population. About 23 percent of students qualify for the free or reduced-price lunch program.

In 1996, the Washburn Board of Education formally supported the district's Youth Development Initiative, a comprehensive approach to health and prevention education and programming that is based on the Wisconsin Framework for Comprehensive School Health Programs. Work on the Youth Development Initiative is presently in its early stages, with staff and administrators deciding to focus first on the elementary and middle schools. The district also completed an extensive strategic planning process in June 1997, with implementation beginning in the 1997-98 school year. A key component of this plan is meaningful student involvement in decisions affecting school climate, policies, and programs.

New energy, a new direction, and new ideas are all a part of the Washburn School District as it strives to build a comprehensive school program and community that supports healthy and resilient children, youth, and families.

Implementation Strategies

Factors contributing to the development and implementation of prevention, health, and wellness initiatives over the past six years include the following: combined leadership and resources of Cooperative Educational Service Agency (CESA) 12 and the Wisconsin Department of Public Instruction (DPI); policy support from the Washburn School Board; the district's strategic planning process; and commitment and perseverance from key Washburn staff.

Regional and State Leadership

Washburn's current Youth Development Initiative was influenced and supported by the comprehensive approach to youth development taken by CESA 12 since 1991. Like most districts, Washburn wrestled with the continuing emer-

gence of so-called "add-on" health and prevention programs that were either mandated or strongly recommended for inclusion in school offerings. In response to this dilemma, the CESA 12 Youth Development Steering Committee advocated greater coordination and began to develop a Comprehensive K-12 Prevention Model in 1991. CESA 12 and Washburn staff examined all DPI objectives related to health and wellness, looked at a variety of AODA prevention curricula, cross-referenced the objectives, eliminated those that overlapped, and arrived at a single working model.

Meanwhile, in response to the same dilemma statewide, the DPI Student Services, Prevention, and Wellness Team (with input from CESA staff and other collaborative partners around the state) also began to articulate a more integrated approach to health education and prevention programming. In 1994 the team conducted an intensive statewide training attended by CESA staff, teams from 17 local districts, and representatives from other state agencies. CESA 12 staff concerned with health education and prevention programming attended this training ("Integrating Youth Development Strategies: A Summer Institute for School and Community Leaders") and used it as a model for a subsequent summer institute for CESA 12 district teams in 1994. The Wisconsin Framework, first published by the DPI in October 1995 as the *Integrated Framework for Student Services, Prevention and Wellness*, was used as an organizer at the CESA 12 training to help districts see a more comprehensive picture.

A team of teachers and guidance counselors from Washburn participated in the 1995 CESA 12 summer institute and became familiar with the concepts of resiliency, protective factors, a broad approach to student support groups, and curriculum integration. The team used the third day of the institute for initial planning of what eventually became Washburn's Youth Development Initiative.

Funding Support

Beginning in 1994, CESA 12 used the Wisconsin Framework as an "organizer" for its Safe and Drug Free School and Communities Act consortium grant. Some of these federal funds were used for the 1994 summer institute described above, and local districts were encouraged to apply for these funds to work on components of the Framework. State mini-grants were also offered to CESA 12 districts to support the Student Programs component.

Washburn also applied for DPI funds to be one of the pilot sites for the Integrated Youth Development Framework. Washburn received the grant in 1995 and spent one year developing the program that later became the Youth Development Initiative. A Youth Development Team was then created to implement the program; the work of this team is detailed below.

Board of Education Support

Support of the Washburn Board of Education has been a critical factor in the creation and continued implementation of the district's prevention initiatives. District staff proudly report that the board was squarely behind the Prevention Model effort in 1991 and quickly moved behind the Youth Development Initiative in 1996.

Youth Development Initiative / Team

The Wisconsin Framework for Comprehensive School Health Programs was used as an "organizer" for the Youth Development Initiative action plan, which is based on the following four fundamental principles presented in the DPI *Guide to Curriculum Planning in AODA* (1992):

- To varying degrees, people have the ability to influence and be influenced.
- Personal choices have consequences for oneself and for others.
- Society has a responsibility to set reasonable boundaries that are in the best interest of all members.
- Each person has the responsibility to promote the health and safety of oneself and others.

With these principles in mind, the Youth Development Team drafted their action plan in the summer of 1997. The action plan includes goals and strategies in each Framework component; these are subsequently described under the appropriate component.

The current Youth Development Team is composed of the K-12 counselors as well as the Job Targets and School-to-Work coordinators, the high school and middle school principals, the middle school health teacher, and an elementary teacher. Nels Gigstad, the high school guidance counselor, and Sue Schreiner, the middle school guidance counselor who formerly worked for CESA 12, provide leadership to the team.

Strategic Planning

The Youth Development Initiative action plan was developed at about the same time the district was engaged in a strategic planning process. In November of 1996, a 28-member cross-section of staff, students, parents, and community members developed a mission statement and identified four major district goals:

Academic Excellence: Students will achieve a high level of "academic excellence" and be able to apply the skills of problem solving, critical thinking, and communication, to the best of their ability.

Clear Vision: Students who graduate will have a "clear vision" of what they need in order to be contributing members of a global society and the educational basis to succeed in that global society.

School and Community: Washburn public "school" will develop a mutually supportive relationship with the community that is directed towards improving the lives and education of its citizens.

Lifelong Learning: Graduates will demonstrate proficiency in "lifelong learning skills": personal health and wellness, initiative, responsibility, and enjoyment of learning.

All of the above goals and accompanying strategies, subsequently developed by action teams, are interconnected with the Framework. Thus, the goals and strategies of both the Youth Development Team's action plan and the district's strategic plan support each other.

Healthy School Environment

The building that houses Washburn middle and high schools is like a ship that has been through many rough seas—battered a bit on the outside but true to its strength and perseverance on the inside. It is "land locked," with no room to expand. Meanwhile the number of students increases, straining classroom space. Nevertheless, the vision of the Washburn School District is expanding and is articulated in a new mission statement and strategic plan developed over two years of listening, learning, discussion, and debate in the community.

The first strategy and recommendations for the second goal ("Clear Vision") are directly related to fostering a healthy school environment. In order to develop consistent expectations of behavior in all Washburn public schools, the district plans to review and evaluate existing policies in this area; encourage parent and student involvement in the development and implementation of proposed policies; and promote self-discipline, mutual respect, and appreciation of diversity.

The Youth Development Team's action plan specifically identified the following goals related to school environment:

- improve and develop the middle school playground area;
- practice clean health habits during the middle school lunch hour by establishing and using appropriate eating areas; and
- establish and implement plans to increase safe use of vehicles by high school students.

Quality Schools Movement

Dr. William Glasser's Quality Schools model, which examines the total school environment and how people within it treat each other, has been influential in the district's efforts. According to the model, one indicator of quality in the school environment is the degree to which students play an integral part in decisions regarding school climate, policies, and rules. Furthermore, the model's perspective on discipline focuses on strengthening the student through restitution rather than focusing on punishment.

District leadership considered this a priority, and the district provided Glasser's book, *Quality Schools (1992)*, to all educational staff, administrators, and school board members. Interested staff participate in voluntary study groups that meet twice monthly and have early-release days throughout the year to study Quality School issues.

Data from a 1996-97 high school student survey indicated that students wanted to have more input on such school issues as discipline, policies affecting school climate, and student program development. District staff expressed interest in these findings and look forward to more student inclusion in the development of policies as well as activities/programs.

Curriculum, Instruction, and Assessment

The district has made academic excellence its number one goal in its new strategic plan, and the Youth Development Team is putting significant effort into action planning to meet that goal. The strategic plan calls for long-term planning to develop and implement a sequential, interdisciplinary curriculum. It also provides for assessment and modification of current curriculum; instructional strategies and staffing in math, science, and English; and meeting exceptional needs.

Youth Development Implementation Plan

Goals are divided into two areas of focus, one for staff and the other for students. The staff goals include:

- improving communication skills,
- revisiting a pilot health project to work on integrating the objectives into the ongoing curriculum,
- creating additional staff support time,
- conducting a scan of the health- and safety-related courses currently taught,
- providing additional planning time for the Youth Development Team,
- creating inservice opportunities for staff to learn about existing educational resources in the district,
- offering staff training on the K-12 Discipline Model to establish congruity with the Quality Schools philosophy, and
- expanding the suicide prevention curriculum.

Student goals include:

- participating in a school-to-work program,
- having the opportunity to repeat classes in the summer through a scholarship program provided by CESA 12,
- having access to summer enrichment and gifted and talented classes as well as summer outdoor trips including canoeing,
- learning the K-12 Discipline Model to establish congruity with the Quality Schools philosophy, and
- participating in conflict-resolution programs.

Elementary Curriculum

In addition to ATODA instruction, Washburn has developed a strong social-skills curriculum for grades K-5. Teachers assembled their own social-skills development program that is based on four themes: responsibility, taking healthy risks, respect, and reasoning. The curriculum interacts with the Quality Schools strategy that Washburn teachers have spent considerable time learning over the last two years. The Quality Schools concept creates an environmental construct that focuses on how people treat each other. District staff say that this is a continually evolving curriculum that reflects the educator's research on effective social-skill development. The elementary school has a social-skills curriculum and has mobilized significant parent involvement. Both dynamics have contributed significantly to improving the overall school environment.

Elementary students have an excellent opportunity to learn conflict-resolution skills through a recently developed program. Through the volunteer efforts of a parent of one of the fifth-grade students, a conflict resolution skill-building unit was developed for the fifth-grade class in 1995. Today, only two years later, all elementary students participate in the program. Furthermore, fifth graders enjoyed the unit so much that they wrote a mini-grant to DPI to pay for advanced conflict-resolution training. The same parent remains involved but, owing to the grant, has become a paid training consultant.

Middle and High School Curriculum

Washburn schools use "Here's Looking at You 2000" for their K-7 ATODA instruction; Human Growth and Development instruction is provided for eighth graders. For students in grades 9-12, ATOD issues are addressed through several courses (including driver's education in which they use the Fatal Vision goggles to simulate the sensation of drunkenness). They also have units in the family and consumer education curriculum and in social studies. Middle and high school students are exposed to the topic of HIV/AIDS and sexually transmitted diseases through human growth and development for eighth graders and family and consumer education for high school students. Other youth risk behavior topics, such as developing healthy lifestyles and violence prevention, are also addressed in family and consumer education.

Pupil Services

Members of Washburn schools Pupil Services staff are integral participants on the Youth Development Team. In addition, the Pupil Services Team meets as needed during the school year, with members of the committee sitting on other district programming component committees. In this way, information from the Pupil Services Team is shared with other committees. Sue Schreiner, from the Youth Development Team, coordinates the Natural Helpers program. Nelson Gigstad, AODA coordinator for Washburn High School, is a member of the Bayfield County AOD Network and acts as liaison with that group. The network is a resource for sharing information, including funding sources for projects that benefit the school environment.

Student Programs

Washburn students have many of the student program options available in other Wisconsin schools, including athletics, student council, and student assistance programs. Students are also involved in the following activities that specifically promote service to others and personal growth:

The Natural Helpers Program: Natural Helpers has been an active program for eight years. Students trained in this program make themselves available to their peers as a listener, someone who can help them through a minor situation or refer them to someone else if the need requires. Washburn conducts a two-day training program for students selected through an observation and survey process. Participants also receive ongoing training in such areas as conflict resolution; helping skills; and alcohol, tobacco, and other drug information. Twenty-four high school students are now trained, with another 24 expected by the end of 1998.

Advisor/Advisee Program: This program provides students daily, regular adult contact to address such issues as peer relationships and communications.

Youth Development Team members are planning to use student-interest surveys to help them expand existing programs and add others that will create a more student-friendly environment. Action plans include noon-hour intramural sports, expanded orientation for students entering grade six, and a "buddy" system for grades 6-12.

Adult Programs

Staff Development

CESA 12, a key partner with the Washburn schools, provides staff development training, consultative services, and grant-writing assistance. "For the rural north in Wisconsin," remarks Middle School Principal Peggy Smith, "CESAs are a critical component in our training programs. We're fortunate to have them as a resource." The health education and prevention training and staff development opportunities available through CESA 12 have included anger management, peer mediation, conflict resolution, Quality Schools, Kids on the Block puppet training, HIV/AIDS, violence prevention, peer helper training, nutrition, resiliency, ATOD, and depression and suicide prevention training. Washburn staff have also worked extensively with CESA 12 to develop their health and wellness framework.

The University of Wisconsin-Madison Extension Professional Development and Applied Studies Department (formerly Health and Human Issues) also provides training either through CESA 12 or directly to the Washburn School District. One recent training session on resiliency focused on how to apply concept and theory in a school setting.

Parent and Adult Programs

Developing evening programs for parents and adults is one of the Youth Development Team's major goals for the next few years. This is discussed in more detail in the next section.

Family-Community Connections

Strategic Planning Process and Goals

The strategic planning process included sustained and significant community involvement, with community members chairing all but one of the committees. The introduction to the Washburn School District Strategic Plan states: "The process of strategic planning was used because it recognized the importance of the total community: parents, teachers, school administrators, students, business leaders, and community members, in the future of our school and students."

Furthermore, the fourth broad goal in the plan relates specifically to school and community relations: "Washburn public 'school' will develop a mutually supportive relationship with the community that is directed towards improving the

lives and education of its citizens." Strategies for reaching the goal include increasing volunteer participation in the district and promoting effective school/community communication. Some recommendations for implementing these strategies include developing joint teacher/parent seminars, using parent surveys to provide data for planning, and retaining or expanding the two part-time School/Community coordinator positions. Related Youth Development Team plans include a recognition program for parent volunteers.

Other Community Connections

At both Washburn High School and Middle School, Lutheran Social Services and the Bayfield County Mental Health Center supplement counseling services. Groups have been developed on decision making, relationships, ATODA, and assertiveness. AODA funding from the Bayfield County Unified Services Board supports these services. Other relevant community groups include:

Bayfield County Alcohol and Other Drug Education Network: The purpose of the Bayfield County AOD Education Network is to coordinate activities among all the agencies in the county, including funding resources. When the county writes grants, agencies include the schools for coordination and collaboration (for example, creating a role for schools to conduct parenting education). Members of this network include the Bayfield Social Service/Unified Board, law enforcement, area schools, UW-Extension, Red Cliff Indian Reservation, and CESA 12.

Bayfield County AOD Advisory Committee: This group meets on a monthly basis to share information, collaborate on service delivery, and support their respective programs and projects. It provides an opportunity for law enforcement, the schools (including those in Bayfield and Ashland), the judiciary, social services, and key community leaders to coordinate programming and service delivery.

Police/School Interactions: The Washburn School District created a relationship with local law enforcement through a program called COUNTERACT Alcohol and Other Drugs. Much the same as DARE, police officers make presentations and talk with students in the classroom setting regarding perceptions about the local police and the positive and negative consequences of getting involved with alcohol and other drugs. Local police are also involved in safety courses for snowmobiles, guns, and bikes. The Washburn Chief of Police is involved in the coordination of these and other services and collaborative activities.

Finally, the Youth Development Team is planning ways to create a more dynamic relationship with area businesses and the area Chamber of Commerce. One of the ways they hope to do this is to work with businesses to provide pre-employment training for interested high school students.

Future Directions

New energy, a new direction, and new ideas are all evident in the Washburn School District as the Board of Education, staff, students, parents, and other community members work together to build a comprehensive school program and community that supports healthy and resilient children, youth, and families. The district has developed strategic plans that both support and are supported by the Youth Development Initiative action plans. Both plans have been formulated deliberately and thoughtfully, with broad-based involvement from community and school. Taken together, these plans represent the future direction in which the district intends to move. The words of Nelson Gigstad, Washburn High School guidance counselor, aptly summarize the situation: "In a sense, we all have our ladders leaning against the same wall so that we're all trying to reach the same spot at the same time, rather than going off in different directions." The challenge ahead is to implement the plans, to climb the ladders.

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School District of Westfield

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The School District of Westfield encompasses 250 square miles and includes the communities of Neshkoro, Oxford, Westfield, and Coloma. Each of these four communities (with a combined population of about 4,800) has its own K-8 building; enrollment at the elementary schools ranges from 160-380 and totals approximately 1,000. Pioneer Westfield High School serves about 500 students from the four K-8 schools. Because the district is so far reaching, these schools are located in three telephone area codes.

Taxpayers in the district passed a $9.3 million referendum, which resulted in a new Pioneer Westfield High School that opened in the fall of 1997. The spacious and well-equipped facility replaces one originally constructed in 1923; it enables the district to better meet requirements of special-needs students, provides sufficient space for all curricular and co-curricular areas to function and grow, and improves the atmosphere for student learning and behavior. The community's pride in its "state-of-the-art" high school is evident in a souvenir program for the dedication that describes the new facility and offers expressions of pride and gratitude from staff, students, and community members. The comment of a social studies teacher is typical, "Hopefully, pride in ownership will be learned as these new Pioneers take possession of a truly wonderful gift. I am excited about finding even more ways that our new facility will help to change the shape of education in Westfield." Furthermore, as a result of continuing study and recommendations from a citizens committee, a $7.9 million bond referendum for a middle school is scheduled for Fall 1998.

Although the district lacks the employment stability that might be provided by large business and industry, it is home to workers who commute to Oshkosh, Ripon, Madison, and Stevens Point. Other workers are involved in farming, canning, and a variety of small businesses. The number of students eligible for free or reduced-price lunch ranges from about 37 percent at one elementary school to about 59 percent at another.

Students of color, mainly Hispanic migrant students, make up about one percent of the population in each school. The temporary nature of migrant work creates special challenges for students and for the district. For example, in the Neshkoro Elementary School, about 25 of the 175 students who start the school year are children of migrants who will leave by the end of the academic year.

Implementation Strategie

School Health Curriculum Integration Project Grant

District staff report that participation in this three-year project, which was administered by Cooperative Educational Service Agency (CESA) 5 with funds from the Department of Public Instruction (DPI), has greatly assisted in their development of an integrated and comprehensive prevention education curriculum. Throughout the process, CESA 5 used the Wisconsin Framework to help participating districts understand the scope of prevention education and comprehensive

school health programs. CESA 5 also provided inservice workshops, conducted site visits to develop programming specific to each school, and provided basic 4MAT training (a method of identifying and teaching to different styles of learning) to district educators. (The process by which the School District of Westfield developed its curriculum is described in more detail in the upcoming section on Curriculum, Instruction, and Assessment.)

Other Funding Support

DPI Student Mini-Grants: In the 1997-98 school year, the district applied for and was awarded DPI Student Mini-Grants that were used to institute Beginning Alcohol and Addictions Basic Education Studies (described in more detail in the section on Curriculum, Instruction, and Assessment). These funds were also used to develop a "Wheel of Fortune" type program that the district is calling "Wheel of Prevention." Run by peer helper groups, it teaches youth facts and figures about alcohol use.

Alcohol and Traffic Safety Grant: This grant, administered through the DPI, helped the district teach the connection between making good decisions and traffic safety. In the 1997-98 school year, the district's fifth-grade students were instructed in traffic safety, pedestrian safety, driver safety, and violence. Students first learned the material themselves and then put together a workbook for students in kindergarten through fourth grade.

State AOD Program Grant: This funding enabled the district to certify three team members to train other district teachers in the 4MAT Style of Learning and Teaching and to continue the curriculum integration project.

Healthy School Environment

The School District of Westfield has expanded its focus on fostering a healthy school environment and explicitly recognizes its importance in the following belief statement: "A healthy school environment will raise students' positive self-esteem so they can achieve higher expectations." Prevention programs are an important vehicle within the district for raising student self-esteem, helping students avoid risk behaviors such as ATOD use and enabling them to be more productive. Within its prevention programs, a major district strategy is peer education. Students first learn about ATOD issues, and then these "new graduates" of the program act as teachers who pass along the lessons to other students. In the process, the prevention message is reinforced for both peer educators and those they educate.

Power of Positive Students (POPS): The goal of this program, which is coordinated by the guidance department, is to foster a positive atmosphere in which both educators and students can teach and learn. Each building determines how their POPS program is operated. For example, in Neshkoro Elementary School, the K-8 teachers have decided that their classrooms will participate in a positive activity at the end of each month in which students consistently observe the school's Bill of Rights.

District Inservice: A recent districtwide inservice focused on maintaining a positive, safe learning environment for all students. A guest speaker discussed creating a positive learning environment, and staff members then listed ways they could contribute to a positive school climate. Using these lists, staff from each building then selected what they could do within their setting. Finally, individual staff members developed a desk reminder of what they can do each day to help foster a healthy school environment.

"Caught Being Good": Staff members also initiated a "Caught Being Good" form on which to record students who do something special. These forms went into a monthly drawing for further recognition. The program was so successful with students that it was expanded to include the staff. The district theme became "Caught Doing Good," and separate drawings for students and staff were implemented each month.

Yearly Building Themes: Staff members at each school building select a specific theme related to a school goal or a positive message to promote for the year. The theme (for example, "Smile") is reinforced through daily announcements and signs in the hallway as well as staff and principal promotion. This promotion can be as simple as reminding students to "Smile" or simply smiling at students as they pass in the hallway. The program is a cost-effective way to continually promote a positive learning environment in which all students can succeed.

Curriculum, Instruction, and Assessment

Through its participation in the three-year CESA 5 Comprehensive School Health Curriculum Integration Project, the district has established a K-12 curriculum committee that developed a comprehensive, integrated Prevention Education Curriculum. The curriculum was piloted in the district during the 1997-98 school year.

Initially, a number of staff members at Neshkoro Elementary School were invited to participate. During 1996-97, the first year of the project, they realized that the scope of the curriculum should be districtwide. Therefore, a districtwide Comprehensive School Health Curriculum Team, consisting of 12 educational staff members representing different academic grade levels or specialties, was established to assist in the development of a K-12 integrated, comprehensive school health curriculum. Margaret Dolde, the Neshkoro Elementary School principal responsible for curriculum development in the district, is heading the implementation process. The chair of the district's Counseling Department has also become more involved in the district's prevention education efforts.

During the 1997-98 school year, the Comprehensive School Health Curriculum Team assessed the district program and curriculum, identifying areas of need by using the Comprehensive School Health Program Assessment Tools from the Department of Public Instruction. They matched the prevention education curriculum selected for the district with the second draft of state standards, asked for feedback on the curriculum from all K-12 district staff, and made revisions in preparation for piloting that same year. Topic areas within the curriculum include accident prevention and safety, career exploration, communication skills, community health, disease control, environmental health, family life, feelings and emotions, human sexuality, interpersonal relationships, nutrition, personal health and safety, responsible decision making, self-esteem, and substance abuse.

In May 1998, the team collected all teachers' curriculum drafts and used these working copies to make further revisions. The School Board approved the curriculum in June 1998. The district has purchased materials that classroom teachers will need to implement the revised curriculum in subsequent school years and is currently in the process of rewriting the core curricula to coordinate with the state standards and assessment system. During this process, the Comprehensive School Health Curriculum will be further integrated into other curriculum areas. At the end of the 1998-99 school year the Comprehensive School Health Curriculum Team will again ask for teacher input, make necessary revisions, purchase materials, and provide for staff development.

As part of a CESA grant, the district has trained teachers in the 4MAT Style of Learning and Teaching, a tool for adapting teaching styles to accommodate the different learning styles of students. Some members of the curriculum team saw that 4MAT would be useful both for delivering the prevention curriculum and for integrating it into other subject areas. 4MAT seems to be especially helpful for students who may not learn well with more "traditional" instructional methods. This is particularly important given a student population that includes migrant students and a mix of students from rural areas. Finally, staff members believe that this model plays a significant role in prevention because students, especially those most at risk, are more likely to succeed when they learn in their preferred learning style and are stretched in their less-preferred styles.

District staff members note some positive results of this curriculum development process. First, the project has increased collaboration among district staff, which is difficult because of the distance between elementary schools in the district. Second, students in grades 5-8 benefit from the development of a sequential and integrated prevention education curriculum. Previously, each department (health, developmental guidance, and classroom teachers) had an individual curriculum resulting in repetitive or similar lessons and activities for the same students. After participating in the comprehensive curriculum development process, departments have coordinated and integrated efforts. Finally, the project resulted in the purchase of resources need to further integrate the curriculum.

The district also utilizes the Beginning Alcohol and Addiction Basic Education Studies (BABES) ATOD prevention program. BABES activities include puppet stories on topics such as ATOD, self-esteem, healthy choices, and family concerns. It is offered variously in grades K-3, depending on the elementary school. Finally, the district holds special events during the year such as a "Smoke-out" and Red Ribbon Week. Held the last week in October, the week focuses on making the choice not to drink alcohol and supporting nonuse.

Pupil Services

The district employs a school psychologist and four guidance counselors (two at the K-8 level and two at the high school). They meet monthly with administration to address the pupil services needs of children. Social work services are provided as needed by the Marquette County Department of Social Services, and nursing services are contracted from the Marquette County Health Department.

Students in possible need of expanded programming involving community agencies are presented to the district's Children-At-Risk Committee. With parent participation, this group develops and monitors such programming. Members of the committee include the school psychologist, administration, teachers, guidance department, Marquette County Department of Social Services administrator and social workers, and Northland Community Services administrator and employees.

Student Programs

The district provides a wide range of activities that include but are not limited to sports (football, basketball, softball, volleyball, cross country, and track), drama, forensics, academic clubs, and photography. Student involvement in these activities can raise self-esteem and provide positive peer pressure. In addition, the School District of Westfield offers a number of programs directly related to health and prevention.

Students Working Together with Educators and Peers: The districtwide student assistance program is Students Working Together with Educators and Peers (STEP). Groups in STEP are cofacilitated by teachers, counselors, and community members who have received special training. Students may be self-referred or referred by concerned adults such as a parent or teacher. Each group may have a different emphasis (including such topics as stress, health, diet, death, social skills, family, friendship, and dating) or serve specific age levels.

Peer Programs: Student volunteers provide student services to their peers with the guidance of staff. Any sixth-, seventh-, or eighth-grade student may apply to be a S.O.S./Peer Mediator or Clown/Peer Educator (see below). Students are interviewed by staff and, with parental permission, are selected to participate in one of the programs. Student preference, skills, and interests help to determine in which program a student may work. S.O.S. and Clown/Peer Educator students are trained in separate programs each fall by independently hired professionals. S.O.S./Peer Mediators focus on ATOD prevention/education and peer mediation. Peer Educators/Clowns focus on teaching skills to work with elementary-age children. There is no limit to the number of students who may participate in either program.

Students Operating Straight (S.O.S.): Group members support the nonuse and nonabuse of ATOD substances. They also serve as peer mediators for K-8 students. Peer mediators can be found at each of the four elementary schools, with a combined total of 30 students during the 1997-98 school year.

Clown/Peer Educators: Students in this program teach ATOD prevention lessons to first through third graders, going into the classrooms wearing special T-shirts and clown makeup that catches the eye of younger students. There were more than 70 Clown/Peer Educators during the 1997-98 school year.

Peer Listeners: Peer Listeners are high school students who serve in a peer helper capacity. Peer Listeners for the 9-12 student body receive their training from an independently hired professional. Students are taught how to be good listeners and improve communication skills. Students volunteer, and there is no limit to the number of student participants. Peer Listeners are available to help/support their fellow classmates, be a peer model, and improve their own communication skills as well as their peers'.

Adult Programs

Staff Programs

In addition to the staff programs described in the section on Healthy School Environment, the district has developed a Power of Positive Staff Program for all employees. This was a one-year project to promote a positive school climate for staff as well as students. The School District of Westfield refers staff to the local guidance clinic for an Employee Assistance Program at the Northland Guidance Center, because the school is too small to operate its own.

A districtwide leadership team coordinates staff development opportunities with representation from each building. Based on input from staff and administrators as well as evaluation of prior inservices, the group plans day-long professional development sessions for August, September, and January.

Parent Programs

The district holds Kindergarten Evenings Out for parents of kindergartners. The focus of the program is on building resiliency in children and helping young children make healthy choices. The one-year grant for the program started in the spring of 1997 and was carried over to the fall of the 1997-98 school year. The district organized four Kindergarten Evenings Out, one in each elementary building. The kindergartners and their families were invited to come in and meet others, have dinner, and participate in a parent meeting. The parent meeting was structured so the information was disseminated to meet the diverse learning styles of parents. The end of the program focused on building resiliency in children.

The Kindergarten Evenings Out program stressed building on the assets of children, helping them become resilient learners as they grow. Resiliency-building activities a parent can do at home with preschoolers were presented and modeled for parents. "The big thing is that we all work together—the schools, the parents, and the community—so when they are teens and they are faced with complicated health issues—drugs, gangs and peer pressure—they have enough resiliency to resist the temptation," said Margaret Dolde, Neshkoro Elementary School principal. "As students grow, they lose resiliency, so you have to build resiliency early on."

Family and Community Connections

Community Partnerships

The district works closely with a variety of community agencies and organizations to address health and prevention issues. For example, the district's Children-At-Risk Committee includes representation from the Marquette County Department of Social Services and Northland Community Services. In addition, the school district participates in the Marquette County Coordinating Committee, whose members include the district attorney, judge, corporation counsel, sheriff, Department of Community Programs, Marquette County Extension, Northland Community Services, and the Department of Social Services as well as district administrators from Montello and Westfield. Committee charges include:

- identifying needs in the community for services to family and children;
- setting, monitoring, and evaluating program objectives;
- identifying technical assistance for program development; and
- coordinating program planning with county and school policy boards.

Parent Involvement

Several parent programs invite input on many school district matters such as ATOD programs, curriculum, violence, and technology. Regularly, the district invites parents to participate in a variety of committees and councils to develop policies, curricula, and goals and objectives. Some adults are specifically requested, although volunteers are always encouraged. There are prom committees, technology meetings, parent/school advisory groups, ATOD groups (Just Say No, ATOD District Advisory Council, and STEP), and the Parent/Teacher Organization. Quite often a school board member is assigned or volunteers to give input into specific issues.

School-Community ATOD Advisory Council

The ATOD District Advisory Council, which has existed for about five years, consists of community members, parents, teachers, and students who collectively set ATOD goals for the school district and assist in implementing programs to meet those goals. Some members volunteer, while others are invited to participate by school staff. The Council discusses and recommends issues to emphasize in the district as well as how to disseminate information on those issues. During the 1996-97 school year, the ATOD District Advisory Council identified prevention education as its main goal. Each of the five schools set specific times during which ATOD prevention education would take place, determined what items would be purchased and handed out, used the table of ATOD prevention displays, appointed the Council representative, and established the target audience. Athletic events, community events, and school (nonathletic) events were the three areas targeted.

Future Directions

The School District of Westfield's vision focuses on an integrated and comprehensive school health curriculum. It must be easy for teachers to implement and not be an "add on" to their already demanding days. Most importantly, the curriculum has to be relevant and have a long-lasting, positive impact on students. The Comprehensive School Health Curriculum Team, through its participation in the CESA 5 School Health Curriculum Integration Project, has taken leadership for developing an integrated curriculum that meets these criteria. The team will continue to provide working copies of the curriculum for each teacher to use throughout the school year, schedule inservice time to check progress toward performance standards outlined in the curriculum, ask for teacher input, revise the curriculum as necessary, and purchase essential materials. With the dedication of district staff who are willing to use, revise, and assess the curriculum, the School District of Westfield is optimistic that its vision of an integrated comprehensive school health curriculum will be achieved.

Resources

Questions on Wisconsin's Framework for Comprehensive School Health Programs and available associated resources can be directed to members of the Student Services/ Prevention and Wellness Team at the Department of Public Instruction or to the ATOD Education Network facilitators located at each of the 12 cooperative educational service agencies (CESAs). Information concerning how to reach these people follows.

Publications regarding Wisconsin's Framework for Comprehensive School Health Programs, including *Wisconsin's Framework for Comprehensive School Health Programs: An Integrated Approach* and the four Framework assessment instruments in the areas of Development Readiness, Content, Quality, and Integration, can be ordered by contacting the Student Services/Prevention and Wellness Team at (608) 266-8960.

Additional information regarding related funding, staff development opportunities, publications, organizations, and web sites can be obtained electronically through the Wisconsin Clearinghouse for Prevention Resources at <www.uhs.wisc.edu/wch/dpi/> and the Student Services/Prevention and Wellness Team at <www.dpi.state.wi.us/dpi/dlsea/sspw/index.html>.

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